Ellison Primary Academy Long Term Planning 2025-2026

Our curriculum is regularly reviewed to cater to the needs and interests of our children, using in the moment planning, supporting a curiosity and wanderlust approach. Therefore, this is a working document and will be edited as and when required throughout the year.

Themes explored throughout the year:

All about me – learning about our bodies, families, our lives and the world around us

Celebrations – exploring and celebrating different festivals and cultural events throughout the year

The changing year – exploring and observing seasonal changes

Exploring my world – developing a love for the natural world and the local area, through the wanderlust study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible lines of enquiry	Seasonal change – Autumn All about me and my family Starting school - school values, rules and routines	Celebrations People in our community	Seasonal change – Winter Cold environments including animals	Seasonal change – Spring Healthy me – food and lifestyle Looking after our world	New life Plants and life cycles Habitats (minibeasts)	Seasonal change – Summer Hot environments including animals Comparing past
Celebrations and experiences	Settling in Harvest Diwali (20th October) Halloween Autumn walk (local area)	Bonfire Night Remembrance Sunday (11th Nov) Anti-Bullying Week World Nursery rhyme week St Andrew's Day (30th Nov) Christmas Christingle making	New Year Safer internet day Valentine's day cards and crafts Lunar New Year celebrations National story telling week	Ramadan World book day Mother's day Pancake day Eid Al-Fitr Easter	Local area visit Butterflies and caterpillars Growing beans/sunflowers/herbs Chicks	Father's day Zoo2you visit Sports day Transition to Year 1

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Communication and Language is a golden thread through all curriculum areas

Intent

To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.

Statutory Educational Programme

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception baseline **Neli baseline** Learn new rhymes, poems and songs Learn new vocabulary P4C – Negotiate simple ground rules – introducing first thoughts and verbalising own thoughts		Rhymes, poems and songs Learn new vocabulary P4C – Asking 'I wonder' questions – begin to give responses using 'because'		**Neli assessment** Rhymes, poems and songs Learn new vocabulary P4C - Asking 'I wonder' questions – begin to give responses using 'because' 'I agree…' 'I disagree…'	
I can…	Begin to show the physical attributes of a good speaker, for example, face the person I am communicating with etc.	Listen to and then follow an instruction. Demonstrates good listening through increased interaction. Start to interact with more confidence.	Listen carefully to rhymes and songs, paying attention to how they sound. Respond to a string of requests one after another (not quickly)	Play and listen to my friends at the same time. Listen to and talk about stories to build familiarity and understanding.	Have a to and fro conversation and respond to other's opinions. Ask questions about my favourite books.	P4C- Listen to other people's ideas ELG

			Showing an understanding of a broader vocabulary. Start to use more appropriateness, structure and vocabulary.	Initiates interactions and shows an understanding of more complex questions. Use more complex vocabulary.	Begin to express own opinions and justify them Begin to articulate own thoughts and ideas. Uses talk for a range of purposes.	

ELG: Listening, Attention and Understanding

- To listen attentively and respond to what I hear with relevant questions, comments and actions when I'm read to and during whole class discussions and small group interactions;
- To make comments about what I have heard and ask questions to clarify my understanding;
- To hold conversation when engaged in back-and-forth exchanges with my teacher and peers.

ELG: Speaking

- To participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary;
- To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

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Personal, Social and Emotional is a golden thread through all curriculum areas as well as explored through PSHE and P4C sessions

Intent

To become an **Independent Individual** who can follow the *'Ellison Rights and Responsibilities'*, therefore *'developing independent learning in a caring environment'*. To set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.

To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.

Statutory Educational Programme

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sandwell: All about me **Jigsaw**: Being me in my world Settling in What makes us joyful, peaceful, happy, sad? Who am I? Self-Awareness & Identity Family Rules and Routines Similarities and differences	**Jigsaw**: Celebrating differences Share photos/ experience of celebrations and special times	**Sandwell**: Resilience and coping **Jigsaw**: Dreams and goals	**Jigsaw**: Healthy me	**Sandwell**: Being the best me I can be **Jigsaw**: Relationships	**Jigsaw**: Changing me

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I can...	Begin to develop confidence and cooperation. Begin to develop confidence with peers and sustained interest in play. Manage coat, toilet with help, and cutlery. Show friendly behaviour, contributing to increasingly positive play and relationships. Begin to respond to adults well.	Increasing ability to share, recognise emotions of self and show good manners. Build confidence with adults. Respond increasingly well to positive and negative experiences. Manage jumper and toilet independently. Initiate play, recognise some emotions better and follow instructions.	Begin to find ways to resolve conflicts. Cooperate increasingly with routines. Develop confidence in new situations. Understand classroom expectations. Identify when I need support or help. Can start to play in a group more effectively.	Start to consider the feelings of others. Develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. Share, take turns and respond positively to other children.	Begin to understand how others might be feeling- to show empathy. Have increased confidence and resilience and this can include supporting my peers. Start to understand the needs of other children and my own feelings.	ELG

ELG: Self-Regulation

- To show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly;
- To set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate;
- To 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.

ELG: Managing Self

- To be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- To explain the reasons for rules, know right from wrong and try to behave accordingly;
- To manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- To work and play cooperatively and take turns with others;
- To form positive attachments to adults and friendships with peers;
- To show sensitivity to my own and to others' needs.

Physical Development is a golden thread through all curriculum areas

Intent

To become an **Amazing Athlete** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.

To become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.

Educational Programme

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Skills- Mark making/writing area, dough area, clay, construction area, - mark making encouraged across all areas. Daily Dough Disco/ Get Squiggling. Regular experiences of colouring, puzzles, building, threading, scissor control, using different mark making equipment, hole punches etc. through the continuous provision. All areas of learning are interconnected and not all learning has a predetermined outcome. Developing handwriting patterns, shape then letter formation though nelson handwriting and rocket phonics. **Autumn 1 – Highland trust baseline**						
Get set 4 PE themes:	An introduction to P.E: Team building games	Gymnastics	Ball skills	Dance	Games	Athletics linked to fundamental movements
I can…	Show an increasing awareness of what my body can do. Engage with physical play.	Become increasingly aware of the space around them and what I can do in the space.	Refine the way I move in the space around me. Add more detail to shapes and objects	Move with more confidence and proficiency and use objects and equipment.	ELG	

	Begin to make marks and shapes using simple equipment.	Use a wider range of equipment to make more refined shapes and marks, models, and construction.	created as control increases.	Show increased control to use a range of tools to create more complex shapes, objects and writing.	

ELG: Gross Motor Skills

- 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.

ELG: Fine Motor Skills

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

Intent

To become a **Brilliant Bookworm** who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).

To become a **Wow Writer** who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.

Educational Programme

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)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing will be explored through drawing club, Helicopter stories will be used to explore storytelling.						
Drawing club Additional drawing club texts: Farmer Duck Elmer The elves and the shoemaker	**Picture book**: Lucy and Tom at school **Traditional Tale**: The Three Little Pigs **Cartoon**: Magic roundabout **Picture book**: Peace at last **Traditional Tale**: The Frog Prince	**Picture book**: Kipper's birthday **Traditional Tale**: Cinderella **Picture book** Wherever next **Picture book**: Rama and Sita **Traditional Tale**: The Gingerbread Man	**Picture book**: Gruffalo's Child **Traditional Tale**: Hansel and Gretel **Cartoon**: Pink Panther **Picture book**: Winnie the witch and Chinese new year **Traditional Tale**: Goldilocks	**Picture book**: Tiddler **Traditional Tale**: The Enormous Turnip **Cartoon**: Popeye **Picture book**: Somebody swallowed Stanley **Traditional Tale**: Chicken Licken	**Picture book**: The Hungry caterpillar **Traditional Tale**: Little red hen **Cartoon**: Batfink **Picture book**: Super worm **Traditional Tale**: Jack and the bean stalk	**Picture book**: Handa's surprise **Traditional Tale**: Little red riding hood **Cartoon**: Curious George **Picture book**: Mr Grumpy's outing **Traditional Tale**: The three billy goat gruff

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		Cartoon: Roadrunner	**Cartoon:** Trapdoor	**Cartoon:** Wacky races	**Cartoon:** Bee Movie	**Cartoon:** Mr Benn (Zoo)
I can…	Engage in story times Listen to and talk about stories Draw pictures/ mark make/ write labels to show instructions Show an interest in reading often choosing a book to look at myself or with friends. Have the confidence to mark make using my physical skills to increase control over tools and equipment. I mark make as part of my play.	Retell a story Form letters for my story labels Listen to a story and can give simple details about the story. Start to use some of the events in my own play. Mark make consistently as part of my play and can talk about the meaning of the marks.	Use and understand new vocabulary from a story Write a list Answer questions about the content of a book and show an interest in reading by myself. Start to structure a sentence. Some phonic awareness is evident. I can orally rehearsal.	Anticipate key events within a story Write a sentence Show a preference for a book, story type, genre, and author. Choose to read to friends. Join in with reading in class. Compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident -Physical control is evident.	Retell a story in my own words Write an invitation Answer more complex questions about books and stories. Write recognisable letters and words and read back what has been written.	ELG

ELG: Comprehension

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, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

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.

ELG: Writing

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.

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Mathematics

Intent

To become a **Master of Maths** who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.

Educational Programme

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Units	**Getting to know you (2 weeks - baseline)** • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) **Match, Sort & Compare (2 weeks)** • Match objects • Match pictures and objects • Identify a set	**It's Me 1, 2, 3 (2 weeks)** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 **Circles and triangles (1 week)**	**Alive in 5 (2 weeks)** • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 **Mass and Capacity (1 week)**	**Building 9 and 10 (3 weeks)** • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10	**To 20 and beyond (2 weeks)** • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20	**Sharing and grouping (2 weeks)** • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles **Visualise, build and map (3 weeks)**

	• Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts **Talk about measure and patterns (2 weeks)** • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns	• Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position **1, 2, 3, 4, 5 (2 weeks)** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 **Shapes with 4 sides (1 week)** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment	• Compare mass • Find a balance • Explore capacity • Compare capacity **Growing 6, 7, 8 (2 weeks)** • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising **Length, Height and Time (1 week)** • Explore length • Compare length • Explore height	• Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd **Explore 3D shapes (2 weeks)** • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns	• Verbal counting patterns **How many now? (1 week)** • Add more • How many did I add? • Take away • How many did I take away? **Manipulate, compose and decompose (2 weeks)** • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes	• Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations **Make connections (1 week)** • Deepen understanding

		• My day and night	• Compare height • Talk about time • Order and sequence time	• Patterns in the environment		• Patterns and relationships

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

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Understanding the World

Intent

To become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.

To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Wolstanton is special, have an awareness of other people's cultures and beliefs.

Statutory Educational Programme

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts throughout year:	Seasonal weather changes: What are the differences? Similarities and differences Talk about the passage of time and understands significant events in their own timeline. Celebrations					
	What makes us who we are? Why are we different? What body parts do we have? Talk about their own family and the people around them describing features about them.	Talk about people in our community Light/Dark linked to Diwali Day/Night	Seasonal change – Winter Cold environments including animals - Explore that there are other countries in the world. Discuss some features of a different environments and what makes it different. Explore	Seasonal change – Spring Healthy me – food and lifestyle – what does healthy mean? Looking after our world – how can I help to look after the world?	New life – lifecycles, what do animals/minibeast need to survive? Plants and life cycles - What do plants need to grow? Different conditions experiment. What can we see on the flower? Habitats (minibeasts)	Seasonal change – Summer Hot environments including animals - Explore that there are other countries in the world. Discuss some features of a different environments and what makes it different. Explore

	School – what is school like now/in the past? Discuss features of their own environment.		maps. Identify animals Rain collection experiment, using a range of basic equipment. -Predictions -Measuring -Recording Curiosity and wonder when involved in investigations.			maps. Identify animals. Comparing past
Wanderlust Nature Study	Leaves and sticks Pumpkins Spiders	Fire Darkness and stars Owls, badgers and hedgehogs	Snowflakes and ice Hibernation Rain and thunder	Trees and mountains Tadpoles and ponds Clouds	Bees Seeds, flowers beans Caterpillars and butterflies	Sunshine and shadows Herbs Streams
RE	**Question:** What makes a Christian a Christian? **Focus religion:** Christianity **Concept:** worship	**Question:** Who is Jesus, Mandela and Greta Thunberg? **Focus religion:** Christianity **Concept:** celebrations	**Question:** How do Christians worship God? **Focus religion:** Christianity **Concept:** relationships	**Question:** Why is the bible important to Christians? **Focus religion:** Christianity **Concept:** values and beliefs	**Question:** What makes our world amazing? **Focus religion:** Christianity **Concept:** creation	**Question:** What does it mean to belong? **Focus religion:** Diverse faiths **Concept:** belonging
ELG: Past and Present - To talk about the lives of people around me and their role in society - To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class; - To understand the past through settings, characters and events encountered in books read in class and story telling						

ELG: People, Culture and Communities

- To describe my immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps;
- To know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class;
- To 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.

ELG: The Natural World

- To explore the natural world around me, making observations and drawing pictures of animals and plants;
- To know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class; (Draw information from a simple map and identify landmarks of our local area walk and compare with a different locality).
- To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design						
Intent To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.						
Statutory Educational Programme 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.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them. Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned linked to mark making/drawing, colour, painting, printing, textiles/materials, 3D work, cutting skills and being imaginative. Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using kapow. Throughout the year, children will learn to sing and perform a range of songs and rhymes.					

	The children will also take part in helicopter stories, where they will become authors and actors/actresses of their own stories.					
	Artist/crafts person: Picasso Concept: Colour		Artist/crafts person: Henri Matisse Concept: Shape		Artist/crafts person: Paul Klee Media: clay-tile-painting Concept: pattern	
Music	Exploring sound	Celebrating music	Music and movement	Musical stories	Transport	Big Band
ELG: Creating with Materials - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - To share my creations, explaining the process I have used; - To make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** - To invent, adapt and recount narratives and stories with my peers and my teacher; - To sing a range of well-known nursery rhymes and songs; - To perform songs, rhymes, poems and stories with others, and – when appropriate -To try to move in time with music.						