



Weston Village Primary School

Early Years Foundation Stage Policy

Version 1.0

Staff/ Committee involved in development:	Charlotte Moss
For use by:	All EYFS staff
Policy relates to statutory guidance:	Statutory Framework for the EYFS 2017
Key related policies:	Curriculum; SEND and Inclusion
To be reviewed in the light of operating experience and/or changes in legislation	

Presented to the Curriculum and Standards Committee on 14th February 2020 and subsequently approved and adopted on the same date

Jennie Adlam, Chair of Leadership and Management Committee

Signature: _____



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Weston Village Primary School, children join the Reception class in the year that they turn five. Our published admission number (PAN) for reception is 38 children, with two allocated class teachers and a higher level teaching assistant. Throughout KS1 and KS2 classes are mixed age phases.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

For a more detailed plan of our curriculum please see **Appendix 2**.

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. EYFS practitioners develop and adapt plans on a weekly basis in order to ensure children's prior learning is consolidated and activities are tailored to meet children's needs and interests. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on the online learning journal 'Tapestry'.

Play-based learning is important and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. EYFS practitioners ensure that teaching strategies and styles ensure children receive the curriculum in a fun, creative and engaging way. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At Weston, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers on Tapestry. Teachers then use assessment activities, observations

and their knowledge of the child to track the children's learning at the end of each term. This information is then entered into the school's online assessment tool, iTrack, where progress can be measured. Teachers use the information gathered at the assessment points to inform future planning and children's next steps.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers within the end of year report and the child's next teacher.

6. Transition

6.1 From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to approximately three separate visits to their reception class. Two of these visits are without parents.
- Members of staff from Weston Village Primary School make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children at 'Poppy & Jacks' pre-school (main feeder setting) will have visits with their key workers into school at different points during the preceding year, where they get an opportunity to engage with the current reception children.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the 'Early Help (CAF) process.

6.2 From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Extra transition mornings are completed between EYFS and KS1 in the summer term before children start in Year 1, in order to ensure that children feel confident and assured when entering the next age phase. A more scheduled and lengthier transition is also created for those children with additional needs.

7. Working with parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Holding an 'open door policy' where staff greet parents and children every morning;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, assemblies, school visits, theme days;
- Providing parents an opportunity to celebrate their child's learning and development by completing at home observations on our online learning journal 'Tapestry', which inform planning and provision;
- Written contact through home school diary as well as the acknowledgement that parents can ring school to contact key workers;
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- Providing a quiet and confidential area where parents are able to discuss any concerns.
- Supporting children through the transition from pre-school to Reception;
- Creating opportunities for children to spend time with their teacher before starting school during transfer sessions;
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed in the light of operating experience and/or changes in legislation.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See First Aid policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2. EYFS Curriculum Map



Weston Village Primary School

EYFS Curriculum Plan

	Autumn A 8 weeks	Autumn B 7 weeks	Spring A 6 weeks	Spring B 6 weeks	Summer A 5 weeks	Summer B 7 weeks
Topics	Initial Assessments (3 weeks) Traditional Tales and Nursery rhymes	Dinosaurs Christmas Nativity Play	Space Chinese new year	Superheroes (incl. PWHU) Easter	The Great Outdoors (Plants, minibeasts, weather, seasons)	Pirates End of term activities
Story to Retell	Jack and the Beanstalk	The Little Green Dinosaur	Aliens love Underpants	Supertato	The Very Hungry Caterpillar	Commotion in the Ocean
Literacy Texts (2 week cycle)	-Goldilocks and the Three bears -The Three Billy Goats Gruff -The Three Little Pigs	-Harry and the Bucketful of dinosaurs -Dinosaur Roar -Dinosaur Stomp	-How to Catch a Star -Whatever Next	-Superworm -Super Daisy	- The Gruffalo - The Tiny Seed	-Tiddler -The Rainbow Fish -Sharing a Shell
Communication and Language	-Listen and respond with some support. -Follow instructions with some support. -Begin to speak and express themselves.	-Listen and respond with some support. -Follow instructions with some support. -Begin to speak and express themselves.	-Listen to stories, give attention to what other say and begin to respond. -Follow instructions and begin to answer questions. -Grow in confidence when speaking, begin to develop own narratives and explanations.	-Listen to stories, give attention to what other say and begin to respond. -Follow instructions and begin to answer questions. -Grow in confidence when speaking, begin to develop own narratives and explanations.	-Listen attentively and respond appropriately. -Follow instructions and answer 'how' and 'why' questions. -Express themselves effectively, showing awareness of listeners' needs.	-Listen attentively and respond appropriately. -Follow instructions and answer 'how' and 'why' questions. -Express themselves effectively, showing

						awareness of listeners' needs.
Physical Development	<p>FINE MOTOR Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco.</p> <p>GROSS MOTOR- Amavan New Scheme (AUTUMN ONLY)</p> <p>Pupils will experiment with different ways of moving. Pupils will be able to travel around, through, over and under equipment. Pupils will be able to mount stairs, climb and balance on equipment.</p>	<p>FINE MOTOR Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco.</p> <p>GROSS MOTOR- Amavan New Scheme (AUTUMN ONLY)</p> <p>Pupils will experiment with different ways of moving. Pupils will be able to travel around, through, over and under equipment. Pupils will be able to mount stairs, climb and balance on equipment. Pupils will be able to run safely whilst remaining in balance Pupils will be able to use a range of skills and will be able to follow simple</p>	<p>FINE MOTOR Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.</p>	<p>FINE MOTOR Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.</p>	<p>FINE MOTOR Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.</p>	<p>FINE MOTOR Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.</p>

		instructions. Pupils will examine winning and losing in games. Pupils will show sensitivity of others needs and feelings				
Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Settling in to and familiarisation with the EYFS environment. -Leaving caregiver with minimal support. -Making friends, coping with own needs and feelings during play. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. 	<ul style="list-style-type: none"> -Settling in to and familiarisation with the EYFS environment. -Leaving caregiver confidently. -Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. 	<ul style="list-style-type: none"> -Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. 	<ul style="list-style-type: none"> -Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. -Building confidence buy talking in larger groups. 	<ul style="list-style-type: none"> -Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. -Discussing own abilities and reflecting on their performances. 	<ul style="list-style-type: none"> -Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. -Discussing own abilities and reflecting on their performances.

		-Building confidence by talking in small groups.	-Discussing differences between sharing and taking turns.	-Discussing differences between sharing and taking turns.	on their performances. -Showing in play that they understand the difference between sharing and taking turns.	-Showing in play that they understand the difference between sharing and taking turns -Encouragement of taking part in class assembly in front of whole school and parents. -Preparing children for the transition into Year one.
RWI- Phonics See RWI handbook for programme details	-Starting RWI programme with focused phonics session (20 minutes every day). -Beginning with set 1 sounds. -Modell segmenting and blending of simple CVC words using sounds . -Focus on rhyming and completing rhyming strings. -Hearing and identifying initial sounds. -Guided reading sessions 1x per week.	- RWI programme with focused phonics session (20 minutes every day). -Beginning with set 1 sounds. -Modell segmenting and blending of simple CVC words using familiar sounds. -Focus on rhyming and completing rhyming strings.	-RWI programme with focused phonics session (20 minutes every day). -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'. -Modell segmenting and blending of simple CVC, CVCC words. -Focus on rhyming and completing rhyming strings.	-RWI programme with focused phonics session (20 minutes every day). -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'. -Modell segmenting and blending of simple CVC, CVCC words. -Focus on rhyming and completing rhyming strings. -Initial sounds.	-RWI programme with focused phonics session (20 minutes every day). -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'. -Modell segmenting and blending of simple CVC, CVCC words. -Focus on rhyming and completing rhyming strings. -Initial sounds.	-RWI programme with focused phonics session (20 minutes every day); -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'; -Modell segmenting and blending of simple CVC, CVCC words;

	<ul style="list-style-type: none"> -Reading with an adult, at least once every week. -Introduction to reading HFW. 	<ul style="list-style-type: none"> -Hearing and identifying initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. -Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session . 	<ul style="list-style-type: none"> -Initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. - Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session. -Explore and read 'alien' or nonsense words using phonic knowledge. 	<ul style="list-style-type: none"> -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. - Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session. -Explore and read 'alien' or nonsense words using phonic knowledge.. 	<ul style="list-style-type: none"> -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. - Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session. -Beginning to look at words that contain 4 & 5 letters. -Explore 'blends' at the start of words. Explore and read 'alien' or nonsense words using phonic knowledge. 	<ul style="list-style-type: none"> -Focus on rhyming and completing rhyming strings; -Initial sounds; -Guided reading sessions 1x per week; -Reading with an adult, at least once every week. - Beginning to read simple HFW; -Opportunities to write and form sounds learnt In each session; -Beginning to look at words that contain 4 & 5 letters. -Explore 'blends' at the start of words. Explore and read 'alien' or nonsense words using phonic knowledge.
Literacy	Baseline Assessments (3 weeks)	Dinosaurs <i>-Learn to retell a familiar story.</i>	Space <i>-Learn to retell a familiar story.</i>	Superheroes/ People who help us	The Great outdoors <i>-Learn to retell a familiar story.</i>	Under the sea <i>-Learn to retell a familiar story.</i>

	<p>Traditional Tales ~ <i>-Learn to retell a familiar story.</i> -Exploring rhyming activities and completing rhyming strings. -Joining in with, sequencing and describing familiar stories -Exploration of characters. -Aware of how stories are structured (beginning, middle and end) -Recognise and write own name, using name cards. -Hearing initial sounds in simple words and linking this sound to a letter/s. -Orally blend CVC words with adult support. -Recognise some simple HFW.</p>	<p>-Recognise and write own name, using name cards and beginning to do so independently. -Hearing initial sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to segment and blend orally and link these to letters. Recognise and write some simple HFW.</p> <p>Christmas Letters and Cards</p>	<p>-Beginning to recognise and write own name independently. --Hearing initial and some middle sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. - Beginning to segment some simple CVC words and link these to letters, recording these in literacy books. -Beginning to show an awareness of sentence structure, through talk. -Creating a list of words.</p> <p><i>Independent writing activities every literacy session</i></p>	<p><i>-Learn to retell a familiar story.</i> -Recognise and record own name. --Hearing initial, some middle and end sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to 'sound out' words they would like to write with minimal support. -Beginning to segment some simple CVC words and link these to letters independently, recording these in literacy books. -Beginning to use own ideas to create a sentence.</p> <p>Easter- Easter cards</p>	<p>-Recognise and record own name. -Hearing initial, some middle and end sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to 'sound out' words they would like to write with minimal support. -Beginning to segment some simple CVC & CVCC words and link these to letters independently, recording these in literacy books. -Beginning to use own ideas to create a sentence. -Gaining independence with creating and recording writing.</p>	<p>-Recognise and record own name. -Hearing initial, some middle and end sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to 'sound out' words they would like to write, with minimal support. -Beginning to segment some simple CVC, CVCC & CCVC words and link these to letters independently, recording these in literacy books. -Beginning to use own ideas to create a sentence. -Gaining independence</p>
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				<i>Independent writing activities every literacy session</i>	<i>Independent writing activities every literacy session</i>	with creating and recording writing. -Showing an awareness of why writing is important and its different purposes. <i>Independent writing activities every literacy session</i>
Mathematics <i>Mastery Overview; White Rose</i> <i>Term by term objectives</i>	Number -Recognising numbers of personal significance -Recognising numerals 1 to 5. -Counts up to three or four objects by saying one name for each item. -Counts objects and items that cannot be moved. -Selects the correct numeral for 1 to 5 objects.	Number -Securing numbers to 5 -1 more/1less - practical addition and subtraction SSM -2D shapes -Money	Number -Recognising numerals to 10 -Reciting and counting to 10 -Counting from larger groups, -Counting objects that cannot be moved -Counting irregular arrangements SSM -Length	Number -More/Fewer -Addition/ Subtraction -1 more -1 less - Estimation SSM -3D shape -Time	Number -Recognising numerals to 20 -Counting with up to 20 objects (moveable objects, non-movable and irregular arrangements) -Ordering numbers to 20 -1 more/ 1 less to 20 -Addition/ subtraction -Estimation -Halving, doubling, sharing	Number -Solving problems with doubling, halving and sharing -Counting in 2s, 5s, 10s -Addition/ Subtraction SSM -Position

	-Counts irregular arrangements of 5 objects.		-Height -Weight -Capacity		SSM -Recap on all SSM	
Understanding the World	<p>People and Communities</p> <ul style="list-style-type: none"> -Showing interest in the lives of people who are familiar to them -Discussion on significant people, events and special times <p>The World</p> <ul style="list-style-type: none"> -Senses -Seasons <p>ICT:</p> <ul style="list-style-type: none"> -Exploring electronic toys -Controlling and using the Beebots 	<p>People and Communities</p> <ul style="list-style-type: none"> -Begin to know about similarities and differences among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> -Magnets -Human Life Cycles <p>ICT:</p> <ul style="list-style-type: none"> - Using and controlling a remote control toy - Completing age appropriate software on IWB 	<p>People and Communities</p> <ul style="list-style-type: none"> - Are aware of and can discuss similarities and differences among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> -Light and Dark <p>ICT:</p> <ul style="list-style-type: none"> -Taking pictures on cameras -Taking pictures on tablets 	<p>People and Communities</p> <ul style="list-style-type: none"> -Encouragement to talk to and develop positive relationships with members of the community (Police officers, Nurses etc) -Showing interest in different occupations and ways of life <p>The World</p> <ul style="list-style-type: none"> -Materials -Life Cycles <p>ICT:</p> <ul style="list-style-type: none"> -Completing age appropriate software on tablets -Completing age appropriate software on laptops 	<p>People and Communities</p> <ul style="list-style-type: none"> - Know about similarities and differences in relation to themselves and others, and among families, communities and traditions. --Begin to explore the past and present events in own and others' lives and know some reasons why people's lives may have been different in the past. <p>The World</p> <ul style="list-style-type: none"> - Life Cycles - Plants - Trees <p>ICT:</p> <ul style="list-style-type: none"> Recording voices on a recordable device -Technology walk 	<p>People and Communities</p> <ul style="list-style-type: none"> - Know about similarities and differences in relation to themselves and others, and among families, communities and traditions. --Begin to explore the past and present events in own and others' lives and know some reasons why people's lives may have been different in the past. <p>The World</p> <ul style="list-style-type: none"> - Environments and how they differ

						<ul style="list-style-type: none"> -Looking after local environments -Looking after the World -Local environment -Floating and sinking ICT: -Creating and printing a piece of work on laptops
Expressive Arts and Design	<p>Begin to sing songs, make music and dance. Begin to safely use and explore materials, tools and techniques. Begin to show imagination.</p> <p><u>ART SKILLS- Drawing Skills</u></p> <ul style="list-style-type: none"> -Enjoy using, hands, fingers, pens, pencils, chalk -Use and control a range of media -Draw on different surfaces -Produce lines of different thickness and tone using a pencil 	<p>Sing songs, make music and dance. – Christmas Nativity</p> <p>Begin to safely use and explore materials, tools and techniques. – Christmas crafts</p> <p>Begin to show imagination, especially through role-play.</p> <p><u>ART SKILLS- Painting</u></p> <ul style="list-style-type: none"> -Enjoy using a variety of tools for painting -Recognise and name primary colours 	<p>Experiment with ways of changing songs, music and dance. Continue to safely use and explore materials, tools and techniques. Represent their own ideas, thoughts and feelings in a variety of ways.</p> <p><u>ART SKILLS- 3D Art</u></p> <ul style="list-style-type: none"> -Use a variety of malleable media -Apply simple decoration -Cut shapes using scissors 	<p>Experiment with ways of changing songs, music and dance. Continue to safely use and explore materials, tools and techniques. Represent their own ideas, thoughts and feelings in a variety of ways.</p> <p><u>ART SKILLS- Textiles</u></p> <ul style="list-style-type: none"> -Explore a variety of fabric -Decorate a piece of fabric -Simple stitch work -Simple weaving 	<p>Experiment with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Continue to be imaginative.</p> <p><u>ART SKILLS- Printmaking</u></p> <ul style="list-style-type: none"> -Taking rubbings from a variety of objects -Simple pictures from printing 	<p>Experiment with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Continue to be imaginative.</p> <p><u>ART SKILLS- Portraits</u></p> <ul style="list-style-type: none"> -Draw simple faces

	-Start to produce different patterns and textures..	-Mix and match colours -Explore paint on different surfaces -Look and discuss what they have produced, describing media and techniques used	-Build a construction using a variety of objects -Look and discuss what they have produced, describing media and techniques used	-Fabric collage, layering fabric -Create different textures with material	-Develop patterns by using objects -Use stencils to create pictures -Look and discuss what they have produced, describing media and techniques used	-Select appropriate colours to paint faces -Select appropriate collage materials to create a simple face
Role Play	Three Bears House	Dinosaur den	Spaceship/ centre	Hospital	Garden Centre	Pirate den
Religious Education	Harvest	The Christmas Story	The Bible	The Easter Story	The Church and belonging	The Creation story
Special occasions	Autumn Harvest	Bonfire Night / Fireworks Divali Hanukkah Christmas Activities and Nativity Play	Jodrell Bank trip Chinese New Year Winter Mother's Day -	Spring Easter	Father's Day Sports day Theme Week	Red Class assembly Summer Transition Mornings