



	Nursery Autumn 1	Nursery Autumn 2	Nursery Spring 1	Nursery Spring 2	Nursery Summer 2	Nursery Summer 2
<p>Connections and Context</p> <p>Key Experiences (Mystery reader and parent visits throughout the year)</p>	<p>Starting Nursery Mental Health Week Autumn</p> <p>Parent Stay and Play Autumn Walk Cooking</p>	<p>Celebrations - Diwali, Christmas Safe to be Me (Anti-Bullying) Nursery Rhyme Week (November)</p> <p>Trip - Walk to Postbox Christmas Carols Around Tree / Nativity songs Cooking</p>	<p>Winter Chinese New Year Mother's Day</p> <p>Winter Walk Trip - Walk around local area looking for logos / signs</p>	<p>Easter Shrove Tuesday Spring</p> <p>Easter bonnet parade Spring Walk</p>	<p>Father's Day Trip - Camping Trip</p>	<p>Transitions World Mud Day - 29th June World Chocolate Day - July</p> <p>Trip - Beach Sports Day</p>
<p>Statutory Framework 2021</p>	<p>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.</p>					
<p>Key Texts, Poems, Songs and Experiences (Most experiences /exploratory play through Continuous Provision) (Parent's invited to share musical talents)</p>	<p>Artist - James Brunt (leaves) Drawing Club - People Singing- Big Red Combine Harvester</p>	<p>Singing - Christmas Songs Artist - Jackson Pollock (splatter) Cultural Art - Rangoli Patterns Charanga - listening to different genres of music and Sing and Play Drawing Club - Lines , circles, abstract drawing</p>	<p>Woodwork Artist - Piet Mondrian (lines) Artist - Paul Klee (lines) Music - Listening to children's favourite songs Charanga - Anyone Can Play Drawing Club - Objects</p>	<p>Woodwork Artist - Yayoi Kusama (dots) Artist - Kandinsky (circles) Dot by Peter Reynolds Mixed by Arree Chung Music - Listening to children's favourite songs Charanga - Anyone Can Play Drawing Club - Objects</p>	<p>Woodwork Artist - Matisse (sticking/ripping) Snail trail by Jo Saxton Music - Listening to children's favourite songs Charanga - Listen and Appraise Drawing Club - movement</p>	<p>Woodwork Artist - James Brunt (stones) Music - Listening to children's favourite songs</p>
<p>Intended Learning</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Learns simple attachment techniques (masking tape and pritt stick)</p> <p>Learn to use simple tools e.g hammer in golf tees Drawing closed shapes and continuous lines Makes abstract models Creates with construction materials</p> <p>Making sounds with different instruments Builds walls / vertical structures Explores musical instruments Explores paint freely Enacts domestic roles using props</p>	<p>Learns simple attachment techniques (sellotape and punch holes)</p> <p>Explores hole-punches Use a variety of materials to paint with Building bridges Begins to paint to represent objects</p> <p>Making sounds and changing them e.g. fast/slow, loud/quiet Use loose parts as instruments Move to different genres of music Can hear the chorus and verse in a song Explores how paint can be used</p>	<p>Learns simple attachment techniques (hole-punch & treasure tag)</p> <p>Tool skills - learn to hammer in nails and use vice to hold wood</p> <p>Claps and pats knees along to rhythm in popular songs e.g. We will rock you Drawing to represent objects</p>	<p>Learns simple attachment techniques (split-pins) Building enclosures</p> <p>Changing colours by mixing paint Makes up own words to songs</p>	<p>Tool skills - learn to use screwdriver and screws Make 3d models with playdough Draw to represent movement e.g wind, explode</p> <p>Taps to rhythm Explores how materials can be manipulated for different effects</p>	<p>Tool skills - Learn how to safely handle a saw (1:1) Observational drawing Building more complex structures and narrative</p> <p>Recognises there are different genres of music</p>



	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
Connections and Contexts	My class Mental health week	Diwali, Christmas Bonfire night/ Halloween Safe to be Me Autumn	Mothers Day Chinese New Year Winter	Eid Plants/animals growing- Earth Day Easter	Co-op visit (small groups) Fathers Day Spring	Transition Holidays, Summer International mud day EY Beach Visit
Statutory Framework 2021	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Key Texts, Poems, Songs and Experiences	The colour Monster Poem - I'm a little hedgehog Poem - Autumn leaves Write Dance - Volcano Leaf Man Junk DNA by Clare Thompson Not a box	The story of the Nativity Stickman Diwali story Bonfire night story Songs: Away in a Manger It was on a Starry Night Little Donkey	Mix it Up!by Herve Tullet My Mummy and Me The Great Race Write Dance - Tree The Magic paintbrush	Non Fiction Spring 5 Little speckled Frogs The Easter Story Once Upon an Eid People who help us books	Write Dance The Day the crayons Quit Song - stop look and listen. A Year in the Forest	At the Beach Transition day to year 1 and activities The Day the Crayons came home A Year in the Forest
Intended Learning (progressive and spiral) Creating with Materials Being Imaginative and Expressive	Representing models using creative and construction items. Create models by balancing reclaimed items and wood. Draw familiar people from memory, with attention to detail. Attempt basic attachment techniques. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Dance with large arm movements using props - ribbon and fabric	Create new colours by mixing paints; predict and narrate the effects. Explore textures, colour and patterns in the environment and classroom. Generate short narratives about the environment using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs and story ring games by heart. Exercise with large arm movements using props Create designs using a range of reclaimed items (outdoors)	Create new colours by layering and overlapping translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Retell events from a known story in role or small world play. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Copying dance routines and exercise videos. Use a range of attachment techniques.	Make considered choices to create mixed media or design in clay, using different techniques and tools. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Developing narratives using small world and role play props Memorise short choreographed dance sequences to accompany songs in pairs or groups. Build with large scale resources outdoors.	Make increasingly detailed observational drawings and paintings of natural found objects and living things Outdoors know how to join wood and reclaimed materials to make objects with a purpose. Large construction. Select reclaimed materials to collage representationally or with a design idea and explain choices. (junk modelling and design) Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion Make up and sing own songs and rhymes. Call and response songs	Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools to create particular effects. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Draw familiar landmarks from memory. Use attachment techniques to create a function.

