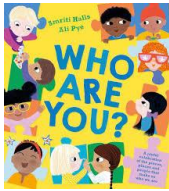
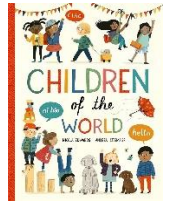

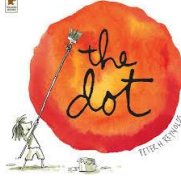
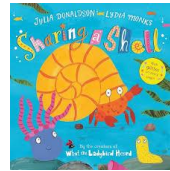




# John Hampden Primary School Curriculum Map 2024 - 2025

## Reception Long Term Overview

In the EYFS our planning is based on the children’s interests and experiences, as well as celebrations and special events. Because of this we are not able to plan topics beyond the next term. Knowledge Organisers will be sent home before the beginning of each topic to share what children will be learning at school. In addition to planning from the children’s needs and interests we cover a termly PHSE theme as laid out in the grid below. The text in the grid below refers to everyday skills that will be practised and taught in addition to the themes for each term. These are taken from Development Matters and are designed to support the children to reach their full potential at the end of the Reception year. Throughout each term the children will take part in child and adult initiated activities, as well as adult led tasks. Due to the nature of the way we work in Early Years, the grid below should be seen as a guide and is subject to change depending on the needs and interest of the cohort each term.

Autumn Term		Spring Term		Summer Term	
BEING ME IN MY WORLD	CELEBRATING DIVERSITY	DREAMS & GOALS	HEALTHY MIND & BODY	RELATIONSHIPS	CHANGING ME
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self-belief Aspiration Challenge	Balance Keeping Safe Self-Esteem	Tolerance Choice Conflict Resolution	Independence Resilience Looking forward
<b>Autumn 1</b> FROM THAME AND BEYOND	<b>Autumn 2</b> FROM THAME AND BEYOND	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Core Text: 	Core Text: 	Core Text: 	Core Text: 	Core Text: 	Core Text: 
<b>PSHE Outcomes: Being Me in My World</b> <ul style="list-style-type: none"> <li>Who ... Me?!</li> <li>How Am I Feeling Today?</li> <li>Being at Nursery/School</li> <li>Gentle Hands</li> <li>Our Rights</li> <li>Our Responsibilities</li> </ul>	<b>PSHE Outcomes: Celebrating Difference</b> <ul style="list-style-type: none"> <li>What Am I Good At?</li> <li>I'm Special, I'm Me</li> <li>Families</li> <li>Houses and Homes</li> <li>Making Friends</li> <li>Standing Up For Yourself</li> </ul>	<b>PSHE Outcomes: Dreams &amp; Goals</b> <ul style="list-style-type: none"> <li>Challenge</li> <li>Never Giving Up</li> <li>Setting a Goal</li> <li>Obstacles and Support</li> <li>Flight to the Future</li> <li>Award Ceremony</li> </ul>	<b>PSHE Outcomes: Healthy Me</b> <ul style="list-style-type: none"> <li>Everybody's Body</li> <li>We Like to Move it Move it</li> <li>Food Glorious Food</li> <li>Sweet Dreams</li> <li>Keeping Clean</li> <li>Stranger Danger</li> </ul>	<b>PSHE Outcomes: Relationships</b> <ul style="list-style-type: none"> <li>My Family and Me</li> <li>Make Friends, Make Friends, Never, Never Break Friends</li> <li>Falling Out and Bullying</li> <li>Being the Best Friend We Can Be</li> </ul>	<b>PSHE Outcomes: Changing Me</b> <ul style="list-style-type: none"> <li>My Body</li> <li>Respecting My Body</li> <li>Growing Up</li> <li>Growth and Change</li> <li>Fun and Fears</li> <li>Celebration</li> </ul>

<p><b>Topic Overview</b> In this topic we will get to know one another a little better and learn a little bit about where we all live. We will find out about Thame, learning more about the town we live in. We will learn more about the wider world and where our friends come from. We will learn about some global celebrations.</p>	<p><b>Topic Overview</b> The subject of our topics over this time will be planned from what the children are interested in and what is happening in the world around them. Information will be shared with families before starting a new topic.</p>
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**Communication and Language:**  
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**.

<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to communicate and work with other children and adults throughout the day.</li> <li>• Practise listening and attention skills on the carpet</li> <li>• Phase 1 Phonics</li> <li>• Story times</li> <li>• Nursery rhyme singing</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to communicate and work with other children and adults throughout the day.</li> <li>• Show &amp; Tell Sessions</li> <li>• Story times</li> <li>• Nursery rhyme singing</li> <li>• Christmas performance practise</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to communicate and work with other children and adults throughout the day.</li> <li>• Story times</li> <li>• Nursery rhyme singing</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to communicate and work with other children and adults throughout the day.</li> <li>• Story times</li> <li>• Nursery rhyme singing</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to communicate and work with other children and adults throughout the day.</li> <li>• Story times</li> <li>• Nursery rhyme singing</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Discussions about Year 1</li> <li>• Story times (including with new teachers)</li> <li>• Nursery rhyme singing</li> <li>• Opportunities to communicate and work with other children and adults throughout the day.</li> </ul>
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**Physical Development:**  
**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**.

<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Name writing practise</li> <li>• Weekly funky fingers sessions</li> <li>• Learn how to use the toilets/cloakrooms independently including hand washing routines</li> <li>• Access to a variety of Gross and Fine motor resources as part of the continuous provision</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly funky fingers/handwriting sessions</li> <li>• Name writing practise</li> <li>• Learning to put wellies on correct feet</li> <li>• Learning to do coat zip/buttons independently</li> <li>• Access to a variety of Gross and Fine motor resources as part of the continuous provision</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly funky fingers/handwriting sessions</li> <li>• Access to a variety of Gross and Fine motor resources as part of the continuous provision</li> <li>• PE sessions – Get Set for PE</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly handwriting sessions</li> <li>• Access to a variety of Gross and Fine motor resources as part of the continuous provision</li> <li>• PE sessions – Get Set for PE</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly handwriting sessions</li> <li>• Access to a variety of Gross and Fine motor resources as part of the continuous provision</li> <li>• PE sessions – Get Set for PE</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly handwriting sessions</li> <li>• Access to a variety of Gross and Fine motor resources as part of the continuous provision</li> <li>• PE – Sports Day practise</li> <li>• PE sessions – Get Set for PE</li> </ul>
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**Personal, Social & Emotional Development:**

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.

<p><b>Personal, Social &amp; Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to play and work with children and adults in a variety of situations on a daily basis.</li> <li>• Weekly Jigsaw sessions</li> <li>• Begin to follow and understand the rules of the classroom</li> <li>• Learn the names of the staff and friends in our class</li> <li>• Learning more about adults and friends in our class.</li> </ul>	<p><b>Personal, Social &amp; Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly Jigsaw sessions</li> <li>• Opportunities to play and work with children and adults in a variety of situations on a daily basis.</li> </ul>	<p><b>Personal, Social &amp; Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly Jigsaw sessions</li> <li>• Opportunities to play and work with children and adults in a variety of situations on a daily basis.</li> </ul>	<p><b>Personal, Social &amp; Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly Jigsaw sessions</li> <li>• Opportunities to play and work with children and adults in a variety of situations on a daily basis.</li> </ul>	<p><b>Personal, Social &amp; Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly Jigsaw sessions</li> <li>• Opportunities to play and work with children and adults in a variety of situations on a daily basis.</li> </ul>	<p><b>Personal, Social &amp; Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly Jigsaw sessions</li> <li>• Opportunities to play and work with children and adults in a variety of situations on a daily basis.</li> <li>• Getting to know staff</li> <li>• Visits to Y1 classrooms</li> <li>• Play time on KS1 playground.</li> </ul>
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**Literacy:**

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).

<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <ul style="list-style-type: none"> <li>- environmental sounds</li> <li>- instrumental sounds</li> <li>- body percussion</li> <li>- rhythm and rhyme</li> <li>- alliteration</li> <li>- voice sounds</li> <li>- oral blending and segmenting</li> </ul> </li> <li>• Phase 2 Phonics: <ul style="list-style-type: none"> <li>- Set 1: s a t p</li> <li>- Set 2: i n m d</li> </ul> </li> <li>• Name writing practise</li> <li>• Listen to a range of fiction/non-fiction books linked to our topic</li> <li>• WOW Wall writing: self-portrait with name</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Phase 2 Phonics: <ul style="list-style-type: none"> <li>- Set 1: s a t p</li> <li>- Set 2: i n m d</li> <li>- Set 3: g o c k</li> <li>- Set 4: ck e u r</li> <li>- Set 5: h b f ff ll ss</li> <li>- Tricky word reading: to, the, no, go, I, into, her</li> <li>- CVC blending/segmenting</li> </ul> </li> <li>• Name writing practise</li> <li>• Weekly handwriting sessions</li> <li>• Listen to a range of fiction/non-fiction books linked to our topic</li> <li>• Write a message in a Christmas card</li> <li>• WOW Wall writing</li> <li>• Opportunities to explore mark making and reading across the continuous provision.</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Phase 2 Phonics recap and introduction to Phase 3 Phonics: <ul style="list-style-type: none"> <li>- Set 6: j v w x</li> <li>- Set 7: y z zz qu</li> <li>- Consonant digraphs: ch sh th ng</li> <li>- Vowel digraphs: ai ee igh oa</li> <li>- Tricky word reading: me, be, he, my, by, she, they, we, are, you, all, was, give, live</li> <li>- Tricky word writing</li> <li>- Caption reading and writing</li> </ul> </li> <li>• Weekly handwriting sessions</li> <li>• Listen to a range of fiction/non-fiction books linked to our topic</li> <li>• Listen to and learn topic-based poetry</li> <li>• WOW Wall writing</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Continuation of Phase 3 Phonics: <ul style="list-style-type: none"> <li>- Consonant digraphs: ch sh th ng</li> <li>- Vowel digraphs: ai ee igh oa</li> <li>- Tricky word reading: me, be, he, my, by, she, they, we, are, you, all, was, give, live</li> <li>- Tricky word writing</li> <li>- Caption reading and writing</li> </ul> </li> <li>• Weekly handwriting sessions</li> <li>• Listen to a range of fiction/non-fiction books linked to our topic</li> <li>• Listen to and learn topic-based poetry</li> <li>• Write a message in an Easter card</li> <li>• WOW Wall writing</li> <li>• Opportunities to explore mark</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Recap Phase 2 and Phase 3 Phonics as required</li> <li>• Phase 4 phonics: <ul style="list-style-type: none"> <li>- Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)</li> <li>- Tricky word reading: said, have, like, so, do, some, come, were, there, little, one, when, out, what</li> <li>-Tricky word writing</li> <li>-Sentence reading</li> <li>-Sentence writing with finger spaces and full stops</li> </ul> </li> <li>• Weekly handwriting sessions</li> <li>• Listen to a range of fiction/non-fiction books linked to our topic</li> <li>• WOW Wall writing</li> <li>• Opportunities to explore mark making and reading across</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Recap Phase 2 and Phase 3 Phonics as required</li> <li>• Consolidation of Phase 4 phonics: <ul style="list-style-type: none"> <li>- Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)</li> <li>- Tricky word reading: said, have, like, so, do, some, come, were, there, little, one, when, out, what</li> <li>-Tricky word writing</li> <li>-Sentence reading</li> <li>-Sentence writing with finger spaces and full stops</li> </ul> </li> <li>• Weekly handwriting sessions</li> <li>• Listen to a range of fiction/non-fiction books linked to our topic</li> <li>• WOW Wall writing</li> </ul>
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<ul style="list-style-type: none"> <li>• Opportunities to explore mark making and reading across the continuous provision.</li> <li>• Visits to the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore mark making and reading across the continuous provision.</li> <li>• Visits to the school library.</li> </ul>	<ul style="list-style-type: none"> <li>making and reading across the continuous provision.</li> <li>• Visits to the school library.</li> </ul>	<ul style="list-style-type: none"> <li>the continuous provision.</li> <li>• Visits to the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore mark making and reading across the continuous provision.</li> <li>• Visits to the school library.</li> </ul>
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**Maths**  
 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**.

<p><b>Maths</b>  <b>Getting to Know You</b>          (Taking time to get to know the children)</p> <p><b>Just Like Me</b>  <b>Number:</b> Match and Sort, Compare Amounts</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b> Compare Size, Mass &amp; Capacity. Exploring Patterns.</p>	<p><b>Maths</b>  <b>It’s Me 1 2 3!</b>  <b>Number:</b>          Representing 1, 2, 3          Comparing 1, 2 &amp; 3          Composition of 1, 2, &amp; 3</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b>          Circles and Triangles Positional Language</p> <p><b>Light and Dark</b>  <b>Number:</b>          Representing number to 5.          One more and less.</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b>          Shapes with 4 sides.</p>	<p><b>Maths</b>  <b>Alive in 5!</b>  <b>Number:</b>          Introducing zero          Comparing Numbers to 5          Composition of 4 &amp; 5</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b>  <b>Compare Mass (2)</b>          Compare</p> <p><b>Growing 6, 7, 8</b>  <b>Number: 6, 7, &amp; 8</b>          Making Pairs          Combining 2 Groups</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b>          Length &amp; Height          Time</p>	<p><b>Maths</b>  <b>Building 9 &amp; 10</b>  <b>Numbers:</b>          9 &amp; 10          Comparing numbers to 10          Bonds to 10</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking :</b> 3D Shape Pattern (2)</p> <p><b>Consolidation</b></p>	<p><b>Maths</b>  <b>To 20 and Beyond</b>  <b>Numbers:</b>          Building Numbers          Beyond 10          Counting Numbers Beyond 10</p> <p><b>Spatial Reasoning:</b>          Spatial Reasoning (1)          Match, Rotate, Manipulate</p> <p><b>First Then Now</b>  <b>Number:</b>          Adding More          Taking Away</p> <p><b>Spatial Reasoning:</b>          Spatial Reasoning (2)          Compose and Decompose</p>	<p><b>Maths</b>  <b>Find My Pattern</b>  <b>Numbers:</b> Doubling          Sharing &amp; Grouping          Even &amp; Odd</p> <p><b>Spatial Reasoning:</b>          Spatial Reasoning (3)          Visualise and Build</p> <p><b>On The Move</b>  <b>Number:</b>          Deepening Understanding          Patterns and Relationships</p> <p><b>Spatial Reasoning:</b>          Spatial Reasoning (4)          Mapping</p>
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**Understanding the World**  
 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.

<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• Talk about family and people who are important to us</li> <li>• ICT/Computing – Beebots</li> <li>• Use Google maps to look at the local area</li> </ul>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• Geography - To look at a globe/world map to locate countries of interest</li> <li>• ICT/Computing – QR codes</li> <li>• RE - Learn about Diwali</li> </ul>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• ICT/Computing – Typing and drawing</li> <li>• Exploring the Season: <b>Winter</b> – What can you notice around you in the natural world?</li> </ul>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• ICT/Computing – Puppet Pals</li> <li>• RE - Learn about Easter</li> <li>• Exploring the Season: <b>Spring</b> – What can you notice around you in the natural world?</li> </ul>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• ICT/Computing – Drawing on an iPad</li> <li>• Continuous provision includes opportunities to investigate the world around them</li> </ul>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• ICT/Computing – mouse control and chrome books</li> <li>• Exploring the Season: <b>Summer</b> – What can you notice around you in the</li> </ul>
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<ul style="list-style-type: none"> <li>• History – take a photo of or first day at school to create a Reception timeline of the year’s events</li> <li>• Geography – look at a map of Thame and find school and home</li> <li>• Geography – draw a simple map of the walk to school</li> <li>• Science - learn about similarities and differences between the local natural world and contrasting natural environments</li> <li>• Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• RE - Discover the origins of the Christmas story and the birth of Jesus</li> <li>• Exploring the Season: <b>Autumn</b> – What can you notice around you in the natural world?</li> <li>• Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.</li> </ul>	<p>through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.</p>	<p>natural world?</p> <ul style="list-style-type: none"> <li>• Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.</li> </ul>
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**Expressive Arts & Design:**

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><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Art - Self-portrait drawing</li> <li>• DT - Junk modelling houses and homes</li> <li>• Music - Songs: I’ve got a Body, a Very Busy Body, Hands, Shoulders, Knees and Toes, The Okey-Cokey</li> <li>• Music – When Goldilocks went to the House of the Bears, Ladybird, Ladybird Fly Away Home, There was an Old Woman who Lived in a Shoe, Little Boxes on a Hillside, This Ole House (Shakin Stevens)</li> <li>• Junk modelling/painting and drawing/musical making materials available as part of</li> </ul>	<p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Art – Rangoli patterns</li> <li>• Repeating pattern Christmas wrapping paper</li> <li>• Christmas card design</li> <li>• Learn some Indian dance moves and perform in small groups</li> <li>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</li> </ul>	<p><b>Expressive Arts &amp; Design:</b></p> <p>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</p>	<p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Easter card design</li> <li>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</li> </ul>	<p><b>Expressive Arts &amp; Design:</b></p> <p>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</p>	<p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Singing for Summer show</li> <li>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</li> </ul>
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continuous provision.					
<b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>• Possible visitors from the local area</li> <li>• Family members with links to other countries around the world</li> <li>• St. Mary’s Church – Christmas story</li> </ul>		<b>Some of the experiential learning that may take place as part of our topics this year:</b> <ul style="list-style-type: none"> <li>• Visits to local area</li> <li>• Visitors from local area</li> <li>• Visits from families and friends</li> <li>• Dressing up days</li> <li>• Cooking food</li> <li>• Growing plants</li> <li>• Forest School sessions</li> <li>• Arts Week sessions in the hall</li> <li>• Watching Y6 Production</li> <li>• Sports Week – including EYFS Sports Day &amp; Picnic</li> </ul>			
<b>Emotional Literacy: SELF CONFIDENCE &amp; SELF AWARENESS</b> I understand how it feels to belong and that we are similar and different. I am beginning to name and express my feelings.	<b>Emotional Literacy: EMPATHY</b> I understand people have similarities and differences in their houses, homes, families, skills.	<b>Emotional Literacy: RESILIANCE</b> I understand why it is sometimes good to be challenged and how perseverance can help me reach my goal.	<b>Emotional Literacy: WELL-BEING</b> I know how to keep my body healthy through food choices and exercise. I know ways to keep myself safe.	<b>Emotional Literacy: Healthy RELATIONSHIPS</b> I can listen to my friends to help resolve problems and be a good friend. I can use a range of strategies to manage my feelings and think things through.	<b>Emotional Literacy: MANAGING CHANGE</b> I know human bodies change over time and how this will affect me. I can recognise times of change in the past and the future of my life.
<b>Speaking Frames:</b>  “I like/dislike..., you like/dislike...”  “I am feeling...”	<b>Speaking Frames:</b>  “We are the same because...”  “We are different because...”	<b>Speaking Frames:</b>  “I am going to try to ...”  “I need to practise...to get better at ...”	<b>Speaking Frames:</b>  “My healthy choice was...”  “It helps my body because...”	<b>Speaking Frames:</b>  “Why don’t we try...”  “I feel ... because ...”	<b>Speaking Frames:</b>  “I enjoyed...at school this year”  “I feel...about moving to the next class”