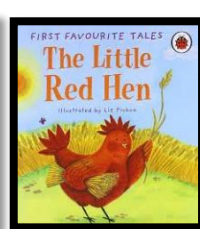
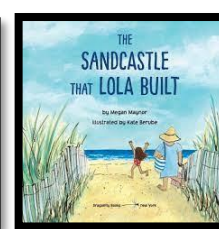
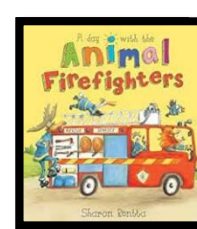
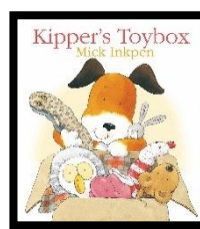
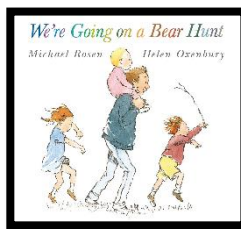
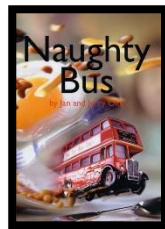
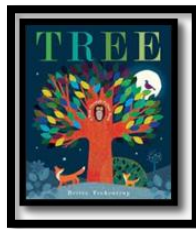
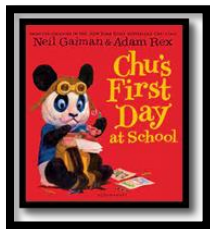


# Mayfield Primary School

## Nursery Long Term Plan

### 'I Can Curriculum' Summary

New EYFS Framework Statutory September 2021  
(Our full I Can Curriculum is available on request)



A language rich, sequenced curriculum to ensure all children make progress and are ready for the next stage of their education

# Mayfield Early Years Foundation Stage Nursery Long Term Plan Overview

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme/Topic</b>	<b>Settling In</b> What can I see when I come to school?	<b>Journeys</b> Do you fancy an adventure?	<b>People Who Help Us</b> Who are our superheroes?	<b>Toys</b> What's inside our magical toy box?	<b>The Seaside</b> What was the seaside like for my Grandma and Grandad?	<b>The Farm</b> What can you find on the farm?
<b>Key Texts</b>	Holidays Starting School Colours and Shape Autumn Chu's first day	The Naughty Bus Mr Gumpy's Outing	People who Help Us fiction and non-fiction books	Kipper's Toy Box Toys around the world – non fiction text	What the Ladybird heard at the Seaside The Sandcastle that Lola Built	Usborne family books set on the Farm
<b>Linked Texts</b>	Topsy and Tim My Sandcastle Going to School Elmer Thumper's Shapes Big Book of Autumn Trees Kindness makes us strong. Lulu Loves the Library	We're Going on a Bear Hunt Animal Railway Lost and Found The Christmas Story Amazing Car Car Truck Jeep	Police 123 Peppa Pig Books Percy Park Keeper Jolly Postman A day with the Animal fire fighters The tooth book Bob the Builder Where's Lenny All through the night	One Teddy Fell out of Bed Toys from the Past Lost in the Toy Museum Chicks and Butterflies Non-fiction books about chicks Very Hungry Caterpillar (talk for writing) Paper dolls The history of Teddy Bears Teddy bears picnic Monster Clothes Errol's Garden	Fidgety Fish Clumsy Crab Tickly Octopus Non-fiction shark books Shark in the Dark Dougal's Deep Sea Diary Zoe and the Mermaids Can you catch a mermaid? The singing Mermaid Pirate Pete Stella and the Seagull Pete the Cat at the Beach Seaside Holidays now and then	Little Red Hen Farmer Ted Old McDonald Fix it Duck Would you Rather Pig's Knickers A Squash and A Squeeze Chocolate Moose for a Greedy Goose A year on the Farm Where does my food come from? Town Mouse, Country Mouse Hello Friend Would you Rather?
<b>Trips/Visitors/Wow Moments/Role Play</b>	Home Corner Walk around school grounds	Father Christmas Grotto	Police Station Small World Fire Station Small World School Small World Fire Engine Visit	Home Corner Toy Shop	Home Corner Ice Cream Parlour Ice Cream van	Small World Farm Tasting food that grows on our farms Planting and growing seeds
<b>Celebrations/Festivals</b>	Halloween	Christmas Hanukah Diwali Bonfire Night	Chinese New Year	Mother's Day Easter Passover		Father's Day
<b>Themed Weeks</b>	<b>Where do I live?</b>	<b>What is it like where Father Christmas lives?</b>	<b>What can we grow? (N) Who helps us? (R)</b>	<b>How do we all celebrate?</b>	<b>How Amazing is Africa?</b>	<b>Do we live in the Town or the Country?</b>

# The Early Years Foundation Stage Framework 2021

## The Prime Areas of Learning

Communication and Language

Personal, Social and Emotional Development

Physical Development

Listening, Attention and Understanding

Speaking

Self-Regulation

Managing Self

Building Relationships

Gross Motor Skills

Fine Motor Skills

## The Specific Areas of Learning

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Comprehension

Word Reading

Writing

Number

Numerical Patterns

Past and Present

People, Culture and Communities

The Natural World

Creating with Materials

Being Imaginative and Expressive

Creating and Thinking Critically

Active Learning

Playing and Exploring

**A Unique Child**

**Positive Relationships**

**Enabling Environments and Adult Support**

**Learning and Development**

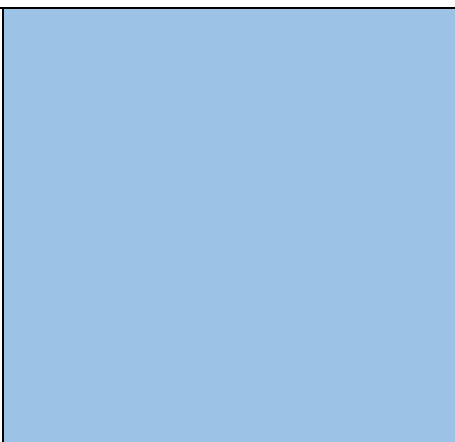
Communication and Language: Listening, Attention and Understanding & Speaking			Key Learning Experiences, Opportunities and Strategies:
<p><b>Educational Programme:</b> The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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>			
Autumn	Spring	Summer	
<p><b>Some of the key knowledge and skills we will be working on in Communication and Language:</b></p>			
<ul style="list-style-type: none"> <li>* To develop our listening skills using lots of activities.</li> <li>* To be able to speak clearly and confidently in short sentences.</li> <li>* To extend our vocabulary with topic related words.</li> <li>* To begin to listen to stories and join in with rhymes.</li> <li>* To begin to follow instructions when playing and tidying the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>* To listen well to stories with enjoyment and increasing attention.</li> <li>* To develop our listening skills using lots of fun activities.</li> <li>* To show an interest in songs and rhymes through joining in with the songs and actions.</li> <li>* To use language imaginatively in our role play areas.</li> <li>* To be able to sit quietly during adult led sessions and maintain concentration.</li> <li>* To begin to show understanding of stories.</li> </ul>	<ul style="list-style-type: none"> <li>* To listen well to stories with enjoyment</li> <li>* To listen carefully to others and respond appropriately with questions and comments.</li> <li>* To be able to join in with whole class and group discussions.</li> <li>* To extend our vocabulary with topic related words.</li> <li>* To recall our ‘Talk for Writing’ story ‘The Rainbow Fish’.</li> <li>* To be able to use longer sentences to talk and connect ideas.</li> </ul>	

- WellComm Assessments
- Time to Talk
- Big Book of Ideas
- Talk for Writing
- Story Times
- Shared Read
- Narrative Intervention
- Circle Time
- Looking and Listening
- BLAST
- Story Sacks
- Speech and Language Reports and individual targets
- Visual prompts
- Role Play

<b>Personal, Social and Emotional Development:</b> Self-Regulation, Managing Self & Building Relationships			<b>Key Learning Experiences, Opportunities and Strategies:</b>
<b>Educational Programme:</b> 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 9 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.			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Some of the key knowledge and skills we will be working on in Personal, Social and Emotional Development:</b>			
<ul style="list-style-type: none"> <li>* To work as part of a group and class, learning to share and take turns.</li> <li>* To talk about our feelings using words such as happy, sad, angry and worried.</li> <li>* To follow rules and understand why they are important.</li> <li>* To develop their social skills with other children and adults.</li> <li>* To be able to separate from main carer with support and encouragement.</li> <li>*</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to play together, sharing and taking turns.</li> <li>* To be able to sit well and listen carefully for an extended period.</li> <li>* To be able to express their own feelings, preferences and interests.</li> <li>* To be confident to chat to peers and adults.</li> <li>* To be confident to ask for help.</li> <li>* To show interest in others and join other's play.</li> </ul>	<ul style="list-style-type: none"> <li>* To choose activities independently.</li> <li>* To be able to join in with other children playing kindly.</li> <li>* To be proud of their achievements and be able to talk about them to others.</li> <li>* To think about how their actions can affect others and make choices based on this.</li> <li>* To extend other's ideas when playing a game.</li> </ul>	

- Circle Time
- Turn Taking
- Play Skills
- Can Do Music
- Social Stories
- Social and Emotional interventions
- Mental Health Awareness Week
- House Point System
- Smiley Face Charts where appropriate
- Prize Box Reward
- School Discos
- Trip to Smithills Farm

<b>Physical Development:</b> Gross Motor Skills & Fine Motor Skills			<b>Key Learning Experiences, Opportunities and Strategies:</b> <ul style="list-style-type: none"> <li>• Squiggle whilst you Wiggle</li> <li>• Fizzy Balancing</li> <li>• Sports Day</li> <li>• Get Set for PE Scheme</li> <li>• Santa Dash</li> <li>• Once Upon a Touch</li> <li>• Number/letter formation practise</li> <li>• Playdough Station – making playdough</li> <li>• Finger Gym</li> <li>• Dough Disco</li> <li>• Obstacle Courses</li> <li>• Outdoor games</li> <li>• Large construction areas</li> </ul>
<b>Educational Programme:</b> 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.			
<b>Get Set 4 PE Knowledge Organiser</b>			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
Unit 1: Introduction to PE Topic: Fantasy and Adventure	Unit 1: Dance Topic: Everyday Life	Unit 1: Games Topic: Transport	
Unit 2: Introduction to PE Topic: Everyday Life	Unit 2: Dance Topic: Places	Unit 2: Games Topic: Around the World	
Unit 1: Ball Skills Topic: Minibeasts	Unit 1: Fundamentals Topic: All about Me	Unit 1: Gymnastics Topic: Animals and their Habitats	
Unit 2: Ball Skills Topic: Weather	Unit 2: Fundamentals Topic: Places and Spaces	Unit 2: Gymnastics Topic: Traditional Tales	
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Some of the key knowledge and skills we will be working on in Physical Development:</b>			
<ul style="list-style-type: none"> <li>* To move in a variety of ways such as hopping, skipping and balancing.</li> <li>* To use large muscle movements to wave flags and streamers and paint and make marks.</li> <li>* To make marks on paper to represent pictures and writing.</li> <li>* To improve control over tools such as scissors and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to use small tools with increasing control.</li> <li>* To use the tripod grip when holding a pencil.</li> <li>* To be able to run and climb safely.</li> <li>* To begin to be able to dress with little support, such as pulling up own zipper on coat and putting on their own hat, scarf and mittens.</li> </ul>	<ul style="list-style-type: none"> <li>* To extend our vocabulary with topic related words.</li> <li>* To use one handed tools with little support.</li> <li>* To join in with PE sessions, learning to skip, run, jump, hop and run whilst avoiding obstacles.</li> <li>* To join in with PE sessions confidently and begin to learn some ball handling skills.</li> </ul>	

<p>* To begin to join in with PE sessions with the PE coach.</p>	<p>* To begin the programme – Squiggle Whilst you Wiggle. * To begin to learn about healthy and unhealthy life choices around food, hygiene and tooth brushing.</p>	<p>* Children will begin to learn the different ways of moving and what they look like. * To go to the bathroom independently. * To use bikes and scooters with little adult support.</p>	
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**Literacy: Word Reading, Comprehension and Writing**

**Literacy 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).

**Little Wandle, Letters and Sounds Revised Foundations for Phonics**

**(See Foundations for Phonics: Tuning into Sounds Programme Progression & Foundations for a Love of Reading – Shared Reading)**

The teaching of Foundations for Phonics in Nursery contributes to the teaching and learning of communication and Language and Literacy and sits alongside our language-rich provision. The use of this scheme ensures that children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. During Foundations for Phonics, children are developing an awareness of sound through activities that develop focused listening and attention, including oral blending.

	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Progression of sounds (just phonemes)</b>	s a t p i n	n m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
<b>Phonemic awareness focus</b>	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
<b>Oral blending focus</b>	Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending	Teach children to blend a wide range of words using oral blending when playing;
<b>Recognising their name</b>	Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	

**Key Learning Experiences, Opportunities and Strategies:**

- Shared Read Sessions
- Practise Read Sessions
- Little Wandle Phonics Scheme
- Talk for Writing
- Story Time
- Focused name writing
- Library Challenge
- Bedtime Reading Challenge
- Everywhere Bear
- Bedtime Reading Bags
- Parent Newsletters
- High quality reading areas both inside and outside.
- Opportunities for reading and writing in all areas.
- Everyday mark making
- Squiggle whilst you Wiggle
- Dough Disco
- Fine Motor Interventions
- Funky Finger activities and areas
- Wow moments and hooks – see Mayfield Magic Moments.



Autumn	Spring	Summer	
Some of the key knowledge and skills we will be working on in Literacy:			
<ul style="list-style-type: none"> <li>* To listen to a story and show understanding by answering questions about it.</li> <li>* To handle books carefully and show some understanding of concepts of print such as turning pages correctly and identifying print and illustration.</li> <li>* To begin to recognise their names using the initial letter.</li> <li>* To hold a pencil in a comfortable grip showing good control.</li> <li>* To make marks and ascribe them a meaning.</li> <li>* To trace their name.</li> <li>* To develop play around favourite books / stories, beginning to use some new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>* To look at a range of fiction and non-fiction books.</li> <li>* To continue our letters and sounds (Phonics) work.</li> <li>* To turn pages in a book and point at words when reading with an adult.</li> <li>* To make marks and use letters in their writing and ascribe them a meaning.</li> <li>* To write the first letter of their name independently and practise other letters with assistance.</li> <li>* To begin to talk about books – likes, dislikes, characters.</li> <li>* To recognise some logos.</li> <li>* To develop a secure pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>* I can predict what might happen next with increasing accuracy.</li> <li>* I can begin to talk about books; likes / dislikes, favourite character and why.</li> <li>* I can show interest in non-fiction books, linked to current theme.</li> <li>* I can tune into alliterative words</li> <li>* I can participate in oral blending and segmenting activities, hearing each phoneme in CVC words in the right order.</li> <li>* To identify a letter in a word.</li> <li>* To identify a word in a sentence.</li> <li>* To continue to develop a correct pencil grip.</li> <li>* To develop understanding of new vocabulary and begin to use it in different contexts with increasing confidence.</li> </ul>	

Mathematics: Number and Numerical Patterns			Key Learning Experiences, Opportunities and Strategies:
<p><b>Mathematics Educational Programme:</b> 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 <b>numbers to 10</b>, 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 <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and <b>vocabulary</b> 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 <b>shape, space and measures</b>. It is important that children develop <b>positive attitudes and interests in mathematics</b>, look for patterns and relationships, spot connections, 'have a go', <b>talk to adults and peers</b> about what they notice and not be afraid to make mistakes.</p>			
Autumn	Spring	Summer	
<p><b>Some of the key knowledge and skills we will be working on in Mathematics:</b></p>			
<ul style="list-style-type: none"> <li>* To learn to count and use this to count out objects, saying one number for each item counted.</li> <li>* To learn the names of and describe some shapes.</li> <li>* To use the language of size.</li> <li>* To begin to understand some talk about immediate past and future through daily routine.</li> <li>* To begin to make arrangements and patterns with objects.</li> <li>* To begin to know that a group of things changes in quantity when something is added or taken away.</li> <li>* To begin to recognise that there is an order to counting.</li> <li>* To begin to show an interest in numerals in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to confidently count items up to 10.</li> <li>* To start to recognise numbers 0-5, then 0-10.</li> <li>* To know what comes next in a simple pattern.</li> <li>* To know all the basic 2D shapes and begin to describe their properties.</li> <li>* To use language relation to size and position.</li> <li>* To begin to use the language of more and fewer.</li> <li>* To explore one to one correspondence in a range of contexts.</li> <li>* To begin to explore numbers through marks, symbols and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to describe things as heavier and lighter.</li> <li>* To be a confident counter always saying one number for each item they count.</li> <li>* To show an interest in number problems within a growing range of contexts.</li> <li>* To link the numeral to an amount up to 5.</li> <li>* To develop an understanding of measure, time and money.</li> <li>* To find one more and one less from a group of up to 5 objects.</li> <li>* To record numbers using marks that can be shared.</li> <li>* To begin to find the total of items in two groups.</li> </ul>	
<ul style="list-style-type: none"> <li>• 1:1 counting challenges</li> <li>• Number formation practise</li> <li>• Dedicated Shape, Space and Measure sessions</li> <li>• High quality Math's Area</li> <li>• Focused Math's carpet sessions along with application time in continuous provision</li> <li>• Math's warm up games</li> <li>• High quality and appropriate concrete resources</li> </ul>			

<b>Understanding the World:</b> Past and Present, People Culture and Communities & The Natural World			<b>Key Learning Experiences, Opportunities and Strategies:</b>  <ul style="list-style-type: none"> <li>• Theme Weeks</li> <li>• RE Oldham Agreed Syllabus sessions</li> <li>• Celebration of a range of religious festivals</li> <li>• Trip to Smithills Farm</li> <li>• Forest School</li> <li>• Walks around the school grounds</li> <li>• School concerts e.g. Christmas and Summer</li> <li>• Careers Week</li> <li>• Science Week</li> </ul>
<b>Educational Programme:</b> 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.			
<b>Religious Education Oldham Agreed Syllabus 2020-2025</b>  Religious Education sits firmly in the areas of Personal, Social and Emotional Development and Understanding the World.  The RE Oldham Agreed Syllabus enables children to – <ul style="list-style-type: none"> <li>• Develop a positive sense of themselves and others.</li> <li>• Learn how to form positive and respectful relationships.</li> <li>• Begin to understand and value the differences of individuals and groups within their own and immediate community.</li> <li>• Develop their emerging moral and cultural awareness.</li> </ul>	<b>EYFS Religious Education Oldham Agreed Syllabus Key Questions:</b>  <ul style="list-style-type: none"> <li>• Which stories are special and why?</li> <li>• Which people are special and why?</li> <li>• Which places are special and why?</li> <li>• Which times are special and why?</li> <li>• Where do we belong?</li> <li>• What is special about our world?</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Some of the key knowledge and skills we will be working on in Understanding the World:</b>			
<ul style="list-style-type: none"> <li>* To talk about myself and my family.</li> <li>* To develop positive attitudes about differences in people.</li> <li>* To investigate objects and materials using their senses.</li> <li>* To understand that there are different countries in the world.</li> <li>* To begin to make comments and ask questions about our surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>* To look at old and new toys and compare them.</li> <li>* To talk about different counties in the world.</li> <li>* To ask questions and make observations.</li> <li>* To gain awareness of the cultures and beliefs of others through learning about Chinese New Year, Passover and the Easter story.</li> <li>* To talk about the seasons and what the weather is like in each of them.</li> </ul>	<ul style="list-style-type: none"> <li>* To know the names of some sea creatures.</li> <li>* To describe how a map shows the land and sea.</li> <li>* To explore what animals live on the farm and how they grow and change.</li> <li>* To talk about our environment and how it is different to other environments.</li> <li>* To make comments, ask questions and suggest why things may happen.</li> </ul>	

		<ul style="list-style-type: none"><li>* To take part in experiments such as floating, sinking and making rock pools.</li><li>* To talk about the four seasons and how the environment changes in each of them.</li></ul>	
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<b>Expressive Arts and Design:</b> Creating with Materials and Being Imaginative and Expressive			<b>Key Learning Experiences, Opportunities and Strategies:</b> <ul style="list-style-type: none"> <li>• Focus artists each half term</li> <li>• Focus on scissor skills</li> <li>• Nursery Art Sketchbook</li> <li>• Transient Art</li> <li>• Mrs Saville (Oldham Music Centre)</li> <li>• Craft opportunities and areas indoors and outdoors</li> <li>• Forest School</li> <li>• Domestic Role Play</li> <li>• Themed Role Play</li> <li>• Dance and yoga sessions</li> <li>• Hot Seating</li> </ul>
<b>Educational Programme:</b> 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.			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Some of the key knowledge and skills we will be working on in Expressive Arts and Design:</b>			
<ul style="list-style-type: none"> <li>* To play imaginatively in our role play areas.</li> <li>* To enjoy joining in with singing and musical activities.</li> <li>* To be able to handle tools and equipment safely to create pictures, collage, paintings and printings.</li> <li>* To be able to use glue and glue sticks.</li> <li>* To use small world to create simple stories linked to first-hand experiences.</li> <li>* To be able to use different colours of paint and name them.</li> <li>* To be introduced to a variety of art techniques such as; painting, printing, collage, observational drawing, bubble printing.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to name, select and use appropriate colours for a purpose.</li> <li>* To be able to select the right resources to make models.</li> <li>* To be able to handle tools and equipment safely.</li> <li>* To use lines and closed shapes to represent objects.</li> <li>* To remember and sing an entire song.</li> <li>* To explore different materials and textures and use them in their creations such as when making sock puppets, superheroes and Humpty Dumpty’s.</li> <li>* To develop more detailed stories using small world and in the home corner and role play areas.</li> </ul>	<ul style="list-style-type: none"> <li>* To play imaginatively in our under the sea role play area.</li> <li>* To enjoy playing in our music area, creating rhythms and songs.</li> <li>* To use their experience and learning to make creative art works.</li> <li>* To be introduced to transient art and be able to use them to create more complex story worlds.</li> <li>* To be able to mix colours and know what happens.</li> <li>* To use different materials to decide which one is best for their creations e.g. when making a boat.</li> <li>* To take part in music sessions with Mrs Saville (Oldham Music Service).</li> </ul>	

	Autumn		Spring		Summer	
	Artist	Skill	Artist	Skill	Artist	Skill
Nursery	Perle Fine	Drawing & Painting	Barbra Hepworth	3D Art (Modelling and Sculpting)	Henri Matisse	Collage
	Orla Kiely	Print			Children to focus on textiles towards the end of the term.	
Reception	Van Gogh	Drawing & Painting	Andy Goldsworthy	3D Art (Modelling and Sculpting)	Perle Fine	Collage

	Althea McNish	Print			Children to focus on textiles towards the end of the term.
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