



## Garras Community Primary School – Reception Long Term Plan 2023-2024

Our EYFS curriculum is progressively sequenced and planned to acknowledge precise next steps in children's learning. These next steps are addressed by children's curiosities and fascinations. Termly topics introduce children to new learning experiences and mini topics are interwoven to acknowledge learning opportunities throughout the year. However, planning is primarily flexible to follow children's interests and to allow for ownership of learning.

### **At Garras, we acknowledge the four guiding principles that should shape practice:**

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

### **We also consider the three characteristics of effective teaching and learning:**

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

For more information, please see termly topic overviews and our EYFS policy.

<p><b>Communication and Language</b></p> <p><i>Listening, Attention and Understanding</i></p> <p><i>Speaking</i></p>	<p>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, storytelling, 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> <p>At Garras, quality discussions underpin our day, and our children’s language development is a vital component of our curriculum. Providing children with tools such as the ability to communicate their feelings and thinking processes, will enable children to self-regulate to ensure a conducive learning environment. A vocabulary rich environment is ensured through the written and spoken word. This vocabulary rich environment can be seen through exploring individual words, scaffolding conversation to introduce new words and their meaning, and through the art of storytelling and role play. The sequence of understanding and using a word, first in conversation and then in the written word, enables our pupils to thrive.</p>					
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning through talk - Plan Do Review: articulating ideas; organisational talk; reflective talk and making connections; exploratory talk; building conversations; debating ideas</p> <p>Extending vocabulary</p>						
<p>All about me, sharing experiences</p> <p>Social talk/phrases</p> <p>Group talk – good practice</p>	<p>Group talk – taking turns</p> <p>We are storytellers – story language through role play, story sacks, etc.</p> <p>Asking ‘how’ and ‘why’ questions</p>	<p>We are storytellers – story language through role play, story sacks, etc.</p> <p>Listening and attention within a group– exploring the skills</p>	<p>Presentational talk - our class</p> <p>We are storytellers –character descriptions</p> <p>Listening and attention within a large group</p>	<p>Presentational talk -our school</p> <p>We are storytellers –setting descriptions</p> <p>Rhyming</p> <p>Books and vocabulary -</p>	<p>Presentational talk – our school family</p> <p>We are storytellers – performance skills</p> <p>Poetry</p>	

	Listening and attention 1-1– exploring the skills Listening to stories Following instructions	Listening and responding to stories Learning new songs	Describing experiences and events in detail.	Understanding who’ why’ when’ where’ and ‘how’ questions	independent explorations	
<b>Personal, Social and Emotional Development</b>  <i>Managing Self</i>  <i>Self – Regulation</i>  <i>Building Relationships</i>	Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Welcome to school- Changes/New beginnings Sharing experiences Good to be me Our individuality Making new friends	Emotions – We all have feelings Good and not so good feelings Recognising emotions	Modifying emotions Healthy friendships– recognising emotions in others Conflict resolution	Challenge – resilience and perseverance Looking after ourselves – People who care for us Keeping safe	Looking after ourselves: Our health – Looking after our bodies Being active Healthy food choices	Transitions - New beginnings/changes
<b>PSED Books</b> N.B//Books are a vital component of our curriculum. Key texts are highlighted under each area. However, our stock	Hello Friend Ruby’s Worry The Colour Monster How Are you Feeling Today? Too Shy for Show and Tell			Super Duper You Mine! If All the World Were Anna Hibiscus The Huge Bag of Worries		

is continually evolving as we discover new.	The Colour Monster Goes to School The Worrysaurus			The Problems with Problems		
<b>Physical Development</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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Fine motor</i>	<u>Fine motor progression</u> -pincer grip, palm arch, in hand manipulation, thumb opposition, finger isolation, knuckle PIP and DIP joints -bilateral coordination, hand/eye coordination					
	Fine Motor activities to develop strength – i.e., playdough, threading, weaving Draw lines and circles using gross motor movements Teach and model correct letter formation. Personal independence – putting on coats	Fine Motor activities - clay Develop muscle tone – good control when holding pens and pencils Woodwork – hammers/golf tees Use tools to effect changes to materials Teach and model correct letter formation.	Fine Motor activities – e.g., plasticene Develop woodwork skills – Vice, hammer, nail, saw, sandpaper use Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Fine motor activities with different mediums e.g., watercolour Woodwork skills – Vice, hammer, nail, saw, sandpaper use Hold pencil effectively with comfortable grip Forms recognisable letters most correctly	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line	Develop handwriting style that is fast, accurate and efficient Use scissors effectively Pencil control - colouring within lines, shape formation, etc.

		Cutting with scissors	Personal independence – fastening clothing	formed Show preference for dominant hand		
<i>Gross motor</i>	Forest school activities linked with gross motor – i.e., slack line, den building, climbing, winches Yoga for core strength and balance Large scale construction for large muscle movements with resources such as hollow blocks, planks, tyres, crates, etc. Climbing frame/wall					
	Gymnastics  <u>Real PE</u> - Unit 1 Coordination - 10 Static balance – 1	Gymnastics Balanceability - balance agility Music and rhythm – patterns and sequences  <u>Real PE</u> - Unit 2 Dynamic balance - 6 Static balance - 2	Balanceability – balance (bike) Dance – moving to music  <u>Real PE</u> - Unit 3 Dynamic balance - 5 Static balance – 4	Balanceability – balance agility (bike) Dance – fluidity and control  <u>Real PE</u> - Unit 4 Coordination - 9 Counterbalance - 7	Balanceability – balance agility – bike skills  <u>Real PE</u> - Unit 5 Coordination with equipment - 8 Agility - 12	Balanceability – bike skills - pedals Sports Day  <u>Real PE</u> - Unit 6 Agility - 11 Static balance – 3
<b>Literacy</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learn new vocabulary from stories, non-fiction, rhymes and poems					
<i>Comprehension</i>	Joining in with rhymes and showing an interest in stories	Talk about events and characters in a story read to me.	Retell stories related to events through acting/role play. Retelling	Demonstrate understanding when talking about what I have read	Retell a story with actions and / or picture prompts as part of a group	Understand the difference between fiction and fact books

	with repeated refrains. Environment print. Having a favourite story/rhyme.	Answer simple questions about the text. Join in with rhymes and stories with repeated refrains Make predictions	stories using images / apps.	Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Use story language when acting out a narrative. Use and create own story maps Story mountain - sequence story using visuals.	Understands features of a book e.g., front and back cover, blurb, title, and terms author and illustrator
<b>Poetry Books</b>	Zim Zam Zoom A Great Big Cuddle The Lost Words A Dinosaur at the Bus Stop			Mad About Dinosaurs National Trust: I Am the Seed That Grew the Tree A First Book of the Sea National Trust: Tiger, Tiger, Burning Bright!		
<i>Word Reading</i>	Phonic Sounds: Little Wandle Letters and Sounds Revised (LW) Phase 1 good practise - initial sounds, oral segmenting – physically i.e., ‘stepping’ sounds, Phase 2 Reading: oral blending, blending CVC words Phase 2 decodable words containing phonemes taught to date	Phonic Sounds: LW Phase 2 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Phase 2 decodable words containing phonemes taught to date Phase 2 tricky words taught to date Reading words with –s /s/ added at the end Spotting diagraphs in words.	Phonic Sounds: LW Phase 3 Reading digraphs Phase 3 tricky words taught to date Phase 3 decodable words containing phonemes taught to date Read some longer words made up of letter-sound correspondences Internal blending of CVC words Re-reading decodable texts at the appropriate level for fluency and prosody	Phonic Sounds: Review LW Phase 3 - words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with –es /z/ at the end Review tricky words taught so far Re-reading decodable texts at the appropriate	Phonic Sounds: LW Phase 4 Reading short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Phase 4 tricky words taught Internal blending Naming letters of the alphabet. Distinguishing	Phonic Sounds: LW Phase 4 Reading CVCC CCVC CCVCC CCCVC CCCVCC words confidently. Read tricky words taught to date Reading simple sentences with fluency. Re-reading decodable texts at the appropriate level for fluency and prosody

		Re-reading decodable texts at the appropriate level for fluency and prosody		level for fluency and prosody	capital letters and lower-case letters. Re-reading decodable texts at the appropriate level for fluency and prosody	
<b>Phonics Books</b> (In addition to the phonetically decodable, progressive reading schemes for home and school)	<u>Developing Early Phonological Awareness</u> Tanka, Tanka Skunk Listen, Listen Lullabyhullabaloo Stomp, Chomp, Big Roars! Here Come the Dinosaurs! This is the Bear Choo Choo!		<u>Introducing Segmenting and Blending</u> Hop on Pop Cat on the Mat Red Car, Red Bus Duck in the Truck Room on the Broom Shark in the Park Look Quack Quack Quentin		<u>Exploring the Alphabet</u> Take Away the A Once Upon an Alphabet Exotic Animals A to Z Beautiful Birds  <u>Exploring Alternatives</u> The Snail and the Whale The Fly The Lonely Beast Kipper's Birthday	
<i>Writing</i> <b>Progressive, meaningful experiences:</b> Use variety of tools Experiment with thick/ thin lines, curled, zig- zag, straight patterns Explore large movements, e.g., make water patterns Use 'chalk paint' to mark make on natural surfaces Use natural objects & body to mark make in mud, sand, gravel using different media Use tyres, shoes, wheeled toys to make tracks. Use natural resources for mark making & printing Splatter painting	Ascribe meaning to the marks that they make Ascribe meaning to marks they see in different places Can copy some letters. E.g., letters from their name To hear and say the initial sound in a word and attempt to write it with support	Can copy some letters. E.g., beginning to form letters from their name with correct pencil grip To hear and say the initial sound in a word and attempt to write independently To segment sounds in a simple CVC word and attempt	Form each letter correctly Hears and writes dominant sounds in words Attempts to write simple caption Spell LW Phase 2 tricky words	Writes a simple caption/sentence with spaces between words Writes two syllable words	Spell LW Phase 3 tricky words Segment and spell words containing adjacent consonants	Writes a sentence/s with a full stop with correct letter formation Writes a sentence/s with a full stop, correct letter formation and an awareness of capital letters. Once embedded - Writes a sentence/s with awareness of basic

Use message pockets to communicate with class Letter orientation Name writing Letter formation Scoreboard Role play e.g., post office <b>Write labels, lists, letters, spells and potions, captions, sentences, postcards, poems, rhymes, investigations, recipes, plans, diagrams, stories, maps, invitations, cards, diary, comic strips</b>		to write independently				punctuation and spelling (e.g. Ph 4 tricky words) As above but with key features of narrative.
<b>Books to inspire writing and storytelling</b>	Once Upon a Fairytale Room on the Broom The Gruffalo Handa's Surprise The Hungry Caterpillar			The Word Collector Ralph Tells a Story One Day, The End, Very Short, Shorter Than Ever Stories Rocket Writes a Story A Squiggly Story		
<b>Mathematics</b>  <i>Number</i>  <i>Numerical Patterns</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Early Mathematical Experiences</u> Settling in - introducing areas of provision.	<u>Counting, ordinality and cardinality –</u> Counting skills	<u>Subitising -</u> Within 5 (die patterns) Match numerals to quantities within 5	<u>Counting, ordinality and cardinality –</u>	<u>Subitising -</u> To 6, including in structured arrangements	<u>Introduce the rekenrek</u>  <u>Review and assess</u> Subitise to 5



	<p>Exploring provision inside and out. Where do things belong?</p> <p><u>Subitising -</u> Within 3 Objects and sounds</p> <p><u>Counting, ordinality and cardinality –</u> Counting skills</p> <p><u>Composition –</u> Explore how all numbers are made of 1s Composition of 3 and 4</p> <p><u>Comparison –</u> Sets – ‘just by looking’. Language of: more than, fewer than</p> <p><u>Measure, Shape and Spatial Thinking</u> Exploring Pattern</p>	<p>The ‘five-ness of 5’ Match numerals to quantities within 10 Verbal counting beyond 20</p> <p><u>Composition –</u> ‘Whole’ and ‘part’ Composition of 3, 4 and 5</p> <p><u>Comparison –</u> Matching sets Language of: more than, fewer than, an equal number</p> <p><u>Measure, Shape and Spatial Thinking</u> 2D Shapes Exploring size</p>	<p><u>Counting, ordinality and cardinality –</u> Counting – ordinality and the ‘staircase pattern’ Focus on one more</p> <p><u>Composition –</u> Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets- ‘more than, fewer than, an equal number to’</p> <p><u>Measure, Shape and Spatial Thinking</u> Length and Height</p>	<p>‘Staircase’ pattern and ordering numbers <u>Composition –</u> Focus on 7 Doubles – numbers can be two equal parts Sorting e.g. odd and even numbers</p> <p><u>Comparison –</u> Ordering to 8 Language of ‘less than’</p> <p><u>Measure, Shape and Spatial Thinking</u> Mass and Volume</p>	<p><u>Counting, ordinality and cardinality –</u> Counting larger sets and things that cannot be seen</p> <p><u>Composition –</u> 5 and a ‘bit’ Focus on 10</p> <p><u>Comparison –</u> Linked to ordinality Track games</p> <p><u>Measure, Shape and Spatial Thinking</u> Time</p>	<p>Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p> <p><u>Measure, Shape and Spatial Thinking</u> 3D shapes</p>
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	Positional Language					
<b>Maths Books</b>	Earnest The Rabbit Problem Along Came a Different Counting Creatures The Hungry Caterpillar Simon Sock Pete The Cat and His Four Groovy Buttons I'm Number One Five Little Men in a Flying Saucer	How Many Seeds in a Pumpkin? One is a Snail, 10 is a Crab Actual Size Oi, Frog! Going on a Bear Hunt The Bad-Tempered Ladybird How Many Legs? Ten Sleepy Sloths The Great Pet Sale Hooray for Fish A Place for Zero	My Granny Went to Market A Beach for Albert Mouse Shapes Round is a Mooncake Mac Barnett bks- Triangle, Square, Circle Balancing Act Prehistoric Actual Size Jim and the Beanstalk Superworm Who Sank the Boat? My Cat Likes to Hide in Boxes			
<b>Understanding the World</b>  <i>People, Culture &amp; Communities</i>  <i>The Natural World</i>  <i>Past and Present</i>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Meaningful experiences</u></b> Observing and identifying and exploring a wide range of materials and collections of resources. Looking for similarities and differences. Experiencing and trying out new vocabulary and communicating observations and findings. Asking questions about their observations. Observing and talking about patterns of change. Investigating how things work. Predicting,	All about me - identifying our family. Sharing family photos and events. Draw similarities and make comparisons between other families. Navigating around	Ourselves – exploring our senses and identifying parts of our bodies. The nativity – exploring advent and the Christmas story through stories, small	Space – Explore the features of the moon (e.g. craters, gravity) and the sun (science link). Explore air and space travel and the first landing on the moon. Learn	Spring – changes Observing, exploring, and identifying. Build bird feeders Text stimulus Hats of Faith – discussions on faith.	Growth - Investigate parts of a plant. Roots investigation – dandelion and grass roots to show fibrous and tap roots. Stems – celery stalk	Summer – changes Observing, exploring, and identifying. Beach school – investigate rock pools. Whole school beach clean. Exploring the

<p>hypothesising and problem solving. Observing and caring for mini beasts and other animals. Looking in books to find information. Growing plants and seeds. Exploring freezing and melting. Differentiating between hot and cold, wet and dry, rough and smooth; Exploring wires, cells and simple uses of electricity. Playing with magnetism with a range of magnetic and non- magnetic resources. Exploring torches to investigate light and dark. Exploring a wide range of outdoor environments. Experiencing weather.</p>	<p>our classroom and outdoor area. Branching out – Our local area. Members of our immediate community - community police officer visit. Exploring London and countries of the UK. Autumn – changes. Observing, exploring, and identifying. Exploring harvest time and autumn produce. Harvest service at Mawgan church. (Links to Creation:R.E.)</p>	<p>world, and visiting the church for our Christingle Service.</p>	<p>about Neil Armstrong. Winter – changes Observing, exploring, and identifying. Investigate snowflakes Animals in Winter</p>	<p>Growth – Text stimulus A Seed is Sleepy. Explore various seeds and record under the headings ‘I see’ ‘I think’ ‘I wonder’ Sow seeds and record growth.</p>	<p>experiment. Monitor changes. Leaves – leaf hunt. Bar chart to collect data from peers – ‘Which leaf do you like the most?’ Flowers – Q - Why do plants have flowers? Tops and Bottoms Game – carrot stick, slice of celery, piece of spinach, peas, seeds, berry. Sort based on part of plant they come from.</p>	<p>importance of this on the marine environment. Explore importance of recycling and how to recycle. Visit local park – litter pick. (RE link) Materials: Floating and sinking. Boat building investigation. Tornado in a jar experiment</p>
<p><b>UTW Books</b></p>	<p>Pumpkin Soup So Much Shu Lin’s Grandpa Me On the Map Katie in London How Cities Work Maps: Aleksandra Mizielinska Maps of the United Kingdoms Building a Home The Street Beneath my Feet Small in the City</p>	<p>Look Up! Astro Girl The Moon One Giant Leap: The Story of Neil Armstrong My Very First Space Book What’s It Like in Space? Professor Astro Cat’s Solar System Space The Sun Whatever Next</p>	<p>Acorn Series: All About – Roots, Stems, Flowers, Seeds, Leaves The Tiny Seed Watch it Grow: Bean Nimesh The Adventurer Do You Love Bugs? Slow Down Somebody Swallowed Stanley Otis and the Tornado 10 Reasons to Love a Turtle Look Inside A Rockpool</p>			

	Rosie Revere Engineer We Build Our Homes Homes Around the World Booklife series: Plastic, Metal, Wood, Glass Ada Twist Scientist Science in action series – Smell, Hear, Sight and Taste Our Skin My Little Book About Me The Black book of Colour	All About Animals in Winter Winter Animals in winter Emperor Penguins Do Frogs Like Hot Chocolate? An Egg is Quiet A Nest is Noisy The Extraordinary Gardener A Seed is Sleepy It Starts with a Seed Hats of Faith	Penguinpig Troll Stinks!			
<b>Expressive Arts and Design</b>  <i>Creating with materials</i>  <i>Being Imaginative and Expressive</i>	<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. Inviting musicians in to play music will extend children’s insights into new musical worlds. Discussing changes and patterns as a piece of music develops will encourage children to listen attentively.</p> <p>At Garras, we believe that open-ended experiences enable children to develop their creative thought processes. Therefore, loose parts and open-ended materials are part of our daily timetable.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u><b>Meaningful experiences</b></u> Use and explore a variety of resources, techniques and equipment in 2D and 3D, making choices and decisions, express themselves through exploring, making and designing using a range of media and materials, using their own ideas, working collaboratively and talk	<u>Early Exploration</u> Exploring mediums and colours Self-portraits Junk modelling Imaginative role play using props Build models using construction	Autumn colours – colour mixing Observational drawings – careful colour choices Firework pictures Investigating structures and materials – naming	Junk modelling - create spaceships. Explore textured paint to create moon craters. Imaginative play - small world moon surface space role play.	Spring - observational drawings Explore eggs – using the text An Egg is Quiet as a stimulus. Decorate/create effects to emulate	Summer – experimenting with texture – sand art Observational drawing – picture frame the clouds - with glue and shaving foam.	Watercolour – painting whilst using music as a stimulus Collage - mosaics Ink making – designs with quills. Puppet making Shadow Puppets

<p>through their ideas, have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product, experiment with collage materials, developing cutting and joining skill, manipulate equipment and tools, model making, using resources purposefully expressing real life experiences, making props and resources to support and extend their imaginative play, painting and printing techniques, explore colour, texture, shape and patterns, make representations of their ideas and experiences, develop hand-eye coordination and fine motor skills.</p>	<p>equipment and blocks – large and small scale Explore new songs Sing call-and-response songs</p>	<p>materials, exploring strength, and joining techniques. Christmas decorations and cards Christmas songs/poems Christmas performance – learning a song and accompanying dance</p>	<p>Stars - using the artist Van Gogh as a stimulus. Animals in winter - creating homes for hibernating animals. Create clay tiles using the artists and designers William Morris, Kath Kidston, Orla Kiely as a stimulus.</p>	<p>real eggs. Create nests using chosen materials. Easter eggs Easter crafts Musical instruments – design and create. Exploring sounds and how they can be changed. Exploring pitch with water. Tapping out simple rhythms.</p>	<p>Aboriginal art, printing with circular objects, collage with circular loose parts with the text The Dot as a stimulus. Roots collage. Tree of Life – Gustav Klimt. Explore colour and pattern with this focus artist.</p>	<p>Exploring colour and the colour chart using the artist Kandinsky as a stimulus</p>
<p><b>EAD Books</b></p>	<p>What Do You Do with An Idea? Rosie Revere Engineer Three Little Pigs: An Architectural Tale ABC of What Art Can Be Mixed</p>	<p>Beautiful Oops Vincent’s Starry Night I Can Only Draw Worms Luna Loves Art Little Blue and Little Yellow</p>	<p>‘I spy’ series The Dot The Pencil It’s Not a Box Mix It Up The Magical Tree: A Children's Book Inspired by Gustav Klimt</p>			