

# Weston Infant Academy Curriculum Overview - Reception

**This is a working document that reflects our plans and our journey through them throughout the year as we adapt our ideas to follow our interests and learning needs.**

Reception Overview 2023-24	Autumn 1 All about me Autumn	Autumn 2 Celebrations Winter	Spring 1 Nursery Rhymes	Spring 2 Jobs Spring	Summer 1 Growing	Summer 2 Traditional Tales Summer
<b>High Quality Text Autor Focus and Additional favourites</b>	The Rainbow Fish - Marcus Pfister All About Me My Family All Families are Different (Non-Fiction) Autumn Little Red Hen After the Storm – Percy the Parkeeper – Nick Butterworth Autumn Poem – Shirley Hughes	Where the Poppies now Grow Diwali (non-fiction) One Snowy Night – Nick Butterworth The Jolly (Christmas) Postman Winter Poem – Shirley Hughes The Christmas Story	5 Little Ducks The Ugly Duckling 5 little monkeys Monkey Puzzle – Julia Donaldson 5 little speckled frogs Tadpoles (non-fiction) Wiggly Woo Superworm – Julia Donaldson Daisy Daisy The Smeds and the Smoos – Julia Donaldson Heads, Shoulders, Knees and Toes The Gruffalo – Julia Donaldson	The Colour Monster Zog – Julia Donaldson Three Little Pigs The Train Ride Farmer Duck One Springy Day – Percy the Parkeeper – Nick Butterworth Spring Poem – Shirley Hughes	Oliver’s Vegetables Minibeasts (non-fiction) Jack and the Beanstalk The Very Hungry Caterpillar How We Grow The Tree	Summer Poem – Shirley Hughes The Enormous Turnip Goldilocks and the Three Bears Three Billy Goats Gruff The Gingerbread Man Percy the Parkeeper – The Bumpy Ride
<b>Memorable Moments &amp; Enrichment Focuses</b>	Story time Self portraits Hand prints Making new friends Learning new routines and boundaries Feeling comfortable in our setting Changing seasons Hibernating animals Exploring pumpkins, carving and decay	Secret Storyteller Jackson Pollock inspired firework art Theatre company visit Walking to post office – letters to Santa Clay Poppies Warm water winter painting Release the frozen characters Winter walks and wellies Children in Need Remembrance Day	Internet Safety Day Hatching ducks Pond visit – Park Hall Bug hunts Valentines Day	Mothers’ Day Farm Trip Easter Bonnet Parade Easter Egg Hunt Spring walk Building houses from different materials Colour monster ‘visit’ to school	Butterflies hatching Planting beanstalks Vegetable Patch Jackson’s nurseries expert visit	Making gingerbread men Goldilocks crime scene Outdoors - helping percy in the park Summer fun day Harvesting vegetables
<i>Weston Values</i>	Wellbeing and confidence	Empathy and Respect	Strength and Resilience	Tolerance and Trust	Openess and Honesty	Neighborhood and Community

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<b>Assessment Opportunities</b>	Reception Baseline Monster Phonics Assessments White Rose Maths Assessments EYFS team meetings Supported play throughout the sessions. NELI Language Screens	EYFS team meetings Autumn data onto Arbor Pupil progress meetings with SLT Monster Phonics Assessment Point	Analysis of Autumn data EYFS team meeting Monster Phonics Assessment Point	EYFS team meetings Pupil progress meetings with SLT Spring summative data onto Arbor Monster Phonics Assessment Point	Analysis of Spring Data EYFS team meetings Monster Phonics Assessment Point	Pupil progress meetings with SLT EYFS team meetings EYFS Profiles Summer summative data onto Arbor End of year reports to parents Monster Phonics Assessment Point
<b>Parental Involvement</b>	Dojo communications set up and used daily Introduction to reading records and monster phonics books – video shared. Meet the teacher meeting	Dojo communications set up and used daily Monster Phonics Reading Records EYFS Nativity production Pupil Reports shared Parents Evening Parents craft afternoon	Dojo communications set up and used daily Monster Phonics Reading books	Dojo communications set up and used daily Monster Phonics Reading Record Pupil Reports shared Parents Evening Easter Bonnet Parade	Dojo communications set up and used daily Monster Phonics Reading Record	Dojo communications set up and used daily EYFS Summer celebration School reports/profiles Optional drop-in parents evening Monster phonics reading records
<b>Tier 2</b>	Person Me School Reception Season Learn Family House	Celebrate Religion Christian Christmas Season Diwali Change	Rhyme Sing Listen Repeat Animals	Job People Help Season Work	Animal Plant Past Grow Baby Grown up	Story Author Ending Season Temperature Weather Holiday
<b>Tier 3</b>	Children’s names Conker Leaves Pine Cones Autumn	Cold Bare Winter Diva Lamp Frozen Melt	Swan Duckling Speckled Frog Tadpole	Builder Vet Doctor Teacher Spring Buds	Beanstalk Bean Soil Butterfly Caterpillar	Baking Bridge Character Setting Country Destination

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<p><b>Communication and Language</b></p> <p><i>C&amp;L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions &amp; assemblies.</i></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
	<p>Listen to stories, songs and poems on the carpet. Join in with story and rhyme time. Learn new words and vocabulary and use them in my play. (Role Play and Small world play) Begin to ask questions to find out more. Talk in a sentence. (5-8 words) Start to use connectives to join my oral sentences. (e.g. and, because) Beginning to retell a familiar story with some repetition.</p>	<p>Develop focused vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories and discussion Follow instructions Take an active part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Utilise books that will develop vocabulary Continue to develop Discussion Guidelines</p>	<p>Use observations to talk about an object: who? What? Where? When? Why? Continue to develop Discussion Guidelines Listen and respond to stories and discussion Discuss characters within stories. Recreate characters during role play Continue to develop topical vocabulary Introduce and develop paired talk.</p>	<p>Describe real and imagined events in detail – time connectives Continue to support the discovery of passions Understand how to listen carefully and why listening is important. Use observations to talk about an object: who? What? Where? When? Why? Sustained focus when listening to a story Continue to develop Discussion Guidelines Answer questions to justify, extend or show understanding Continue to develop topical vocabulary Develop paired talk</p>	<p>Continue to develop Discussion Guidelines Listen and respond to stories and discussion Use adjectives to describe Ask questions to clarify and deepen understanding Engage in non-fiction Retell familiar stories with appropriate prosody. Continue to develop topical vocabulary Utilise paired and triads to discuss knowledge and understanding.</p>	<p>Continue to develop Discussion Guidelines Listen and respond to stories and discussion Think of questions to ask visitors Continue to develop topical vocabulary Utilise paired and triads to discuss knowledge and understanding. Articulate ideas—real and those imagined—effectively with appropriate vocabulary</p>

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<p><b><u>Personal, Social &amp; Emotional Development</u></b></p> <p>Managing Self, Self Regulation &amp; Building Relationships</p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
	<p>Build positive relationships with adults and peers in our setting.</p> <p>Understand and follow most class routines and expectations.</p> <p>Recognise how they feel and be able to ask for help if needed.</p> <p>Manage some care needs alone, for example toilet, and washing hands, cutlery.</p> <p>Begin to play alongside others.</p>		<p>Please see new PSHE Scheme</p>			
	<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p>					

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	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
<p><b><u>Physical Development</u></b></p> <p style="text-align: center;"><b>Fine Motor</b></p> <p style="text-align: center;"><i>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p> <p style="text-align: center;"><b>&amp;</b></p> <p style="text-align: center;"><b>Gross Motor</b></p>	<p>Sit well on the floor and at a table.</p> <p>Follow school day routines (lining up)</p> <p>Use music and dance to support movement and mark making (pen disco)</p> <p>Spring scissors used for precision.</p> <p>Line drawing</p> <p>Hand held paintbrushes, thick bristles.</p> <p>Introduction to dough disco (new starters)</p> <p>Develop expectations for lunchtime through hand hygiene and cutlery manipulation.</p> <p>Tweezer seeds out of S</p> <p>Begin to step, point and throw</p> <p>Perform a leap and vertical jump</p> <p>Catch a balloon</p> <p>Move and avoid obstacles</p>	<p>Continue to develop expectations for lunchtime through hand hygiene and cutlery manipulation.</p> <p>Focused Time to Draw &amp; observational drawing</p> <p>Manipulate knives, forks and spoons.</p> <p>Continue to develop step, point throw</p> <p>Kick a ball</p> <p>Move, dodge whilst avoiding obstacles</p> <p>Travelling in different ways (running, jumping, skipping)</p>	<p>Practice letter formation.</p> <p>Focused Time to Draw &amp; observational drawing</p> <p>Manipulate knives, forks and spoons</p> <p>Move to shorter paintbrushes with finer bristles.</p> <p>Perform simple rolls</p> <p>Explore equipment such as benches and beams – moving and travelling along.</p> <p>Outdoors – begin to move around and under equipment such as tunnel.</p> <p>Jump and land on two feet.</p> <p>Moving like animals (crawling, rolling, climbing outdoors)</p>	<p>practice letter formation.</p> <p>Focused Time to Draw &amp; observational drawing</p> <p>Manipulate knives, forks and spoons.</p> <p>Step, point and throw (aim)</p> <p>Perform a standing long jump</p> <p>Throw and catch a balloon</p> <p>Move and avoid obstacles (courses)</p> <p>Travelling in different ways to a timer (skipping, jumping etc.)</p>	<p>practice letter formation.</p> <p>Focused Time to Draw &amp; observational drawing</p> <p>Effectively use cutlery to support eating and cooking skills.</p> <p>Walk in a straight line</p> <p>Balance objects while walking</p> <p>Race against peers (Running, stopping at an obstacle, crawling under netting)</p>	<p>Move to paintbrushes of different lengths.</p> <p>Focused Time to Draw &amp; observational drawing</p> <p>Effectively use cutlery to support eating and cooking skills.</p> <p>Fix it formation in English books – addressing bad habits.</p> <p>Play simple games – tag, stuck in the mud etc.</p> <p>Communicate to solve problems in a team (don’t break the chain)</p>

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<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;">Word Reading, Comprehension &amp; Writing</p> <p style="text-align: center;"><i>We use the Monster Phonics scheme to teach early reading and segmenting to spell. Literacy will be reinforced through challenge &amp; enhancements in the Continuous Provision</i></p>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>Know satpinmdgokeurhb phonemes by sight and can say the sound for them</p> <p>I am beginning to orally blend vc and cvc words.</p> <p>I am beginning to form some P2 graphemes</p>	<p>Know f,ff,l,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh ,th, ng, oo, ar phonemes by sight and can say the sound for them</p> <p>Small group reading x 3 week focusing on decoding, HFW recognition &amp; comprehension</p> <p>Hear &amp; say initial sounds in words</p> <p>Segment sounds in simple words</p> <p>Begin to read simple captions &amp; irregular words</p> <p>Give meanings to marks made including recognisable, well formed GPCs taught.</p> <p>Write labels &amp; captions including some HFW (it, is, a, an, l, go)</p> <p>Write CVC words</p>	<p>Know oo (u), ow, ee, ur, ai, or phonemes by sight and can say the sound for them</p> <p>Small group reading x 3 week focusing on decoding, HFW recognition &amp; comprehension</p> <p>Make predictions</p> <p>Continue a rhyming string</p> <p>Begin to break the flow of speech into words.</p> <p>Use some clearly identifiable letters to communicate meaning.</p> <p>Attempt to write short sentences</p> <p>Use phonic knowledge when writing</p>	<p>Know oa, er, igh, air, oi, ear, ure phonemes by sight and can say the sound for them.</p> <p>Small group reading x 3 week focusing on decoding, high frequency words &amp; comprehension</p> <p>Write short sentences in meaningful contexts.</p> <p>Use phonic knowledge when writing words &amp; sentences</p> <p>Begin to use TfW to write simple sentences including recounts from trips to the local park and farm.</p> <p>Begin to use describing words to describe animals seen on farm trip.</p>	<p>Begin to blend and segment words containing consonant blends. Including CCVC, CVCC, CVC with previously taught digraphs, CCVCC words.</p> <p>Small group reading x 3 week focusing on decoding, fluency, HfW &amp; comprehension</p> <p>Discuss what has been read with others.</p> <p>Write labels &amp; captions as well as simple sentences in meaningful contexts.</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Write a set of instructions (non-fiction focus)</p>	<p>Blend and segment words containing consonant blends and continue to revise and revisit previously taught GPCs in words including; polysyllabic CVC words, CCC onset words, CCVCC with previously taught digraphs and CVC with high frequency words.</p> <p>Small group reading x 3 week focusing on decoding, fluency, high frequency words &amp; comprehension</p> <p>Discuss what has been read with others.</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Show an awareness of capital letters and full stops when writing a simple sentence.</p> <p>Begin to write sentences using imagination and own ideas e.g. alternate endings to traditional tales.</p>

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<p><b><u>Mathematics</u></b></p> <p>Number &amp; Numerical Patterns</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> 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 vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>We follow the programme White Rose Maths to teach mathematics. These skills will be revisited and supported through challenge &amp; enhancements within the Continuous Provision_</i></p>	<p>Matching and Sorting Comparing Amounts Compare size, mass &amp; capacity Explore pattern</p>	<p>Represent, compare and compose the numbers 1,2 &amp; 3 Circles &amp; triangles Positional language Numbers to 5 incl. one more &amp; less 4 sided shapes &amp; Time</p>	<p>Introducing 0 Comparing and composing numbers 4 &amp; 5 Compare mass &amp; capacity Numbers 6,7,&amp; 8 Making pairs &amp; Combining groups Length, Height &amp; Time</p>	<p>Introducing 9 and 10 Comparing numbers to 10 Number bonds to 10 3-D shapes &amp; Pattern Consolidation</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning—Match, rotate &amp; manipulate Adding more &amp; Taking away Spatial reasoning—compose &amp; decompose</p>	<p>Doubling Sharing &amp; grouping Even &amp; Odd Spatial Reasoning—visualise &amp; build Patterns &amp; relationships Spatial reasoning—mapping</p>

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<p><b><u>Understanding the World</u></b></p> <p>Past &amp; Present, People, Culture &amp; Communities &amp; The Natural World</p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>					
	<p>Talk about my immediate family. Who is in our family? I can simply discuss about my home and house. Talk about stories that are special to me. (RE) Go on an autumn walk and talk about what I can see, hear and smell. Explore the outdoor environment in the Autumn. See and talk about how the outdoors changes in the Autumn. Identify their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them</p>	<p>Talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>After close observation, draw pictures of the natural world, including animals and plants Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Build a bug hotel Life cycles of a tadpole Revisit change in living things – changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Spring.</p>	<p>Discuss special places for members of their community including places of worship – do any children celebrate Easter (visits to church) Discussion about children’s own beliefs including those of other faith and those with no faith. Talk about the lives of people around them and their role in society – interview parents/volunteers/visitors with different jobs. Look out for children drawing/ painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</p>	<p>Compare trains then and now – possible interview with a train driver. Observe changes over time – butterfly hatching. Plant beanstalks and watch them grow. Make observations of common plants in the environment. Create a vegetable patch. Create opportunities to discuss how we care for the natural world around us. Use images, video clips, shared texts and other resources to bring the wider world into the classroom</p>	<p>Discuss special places for members of their community including places of worship. Make a messy map of Percy’s park, using different media. Consider and reflect on how we can be a real life superhero in our community. Explore changes in states of matter (melting chocolate to decorate gingerbread men)</p>



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	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p><b>Expressive Arts &amp; Design</b></p> <p>Creating with Materials</p> <p style="text-align: center;">&amp;</p> <p>Being Imaginative &amp; Expressive</p> <p style="text-align: center;">-</p>	<p>I can use different materials and media to create pieces of artwork.</p> <p>I can listen to the music and move my body expressing how I feel. (Autumn soundscapes)</p> <p>I can learn and join in with topical songs and rhymes.</p> <p>I can start to use new vocabulary in my play, by beginning to bring in storylines and narratives.</p> <p>I am beginning to develop my engagement in dance and representation of music through movement.</p> <p>Create self-portraits, looking at using paintbrushes (hand held)</p> <p>Learn songs for times of the day, including home time prayer (religious context of class consideration needed)</p> <p>Explore colours found in the season of Autumn.</p>	<p>Role Play celebrations and the Christmas Nativity.</p> <p>Observational drawings of nature found in the immediate environment</p> <p>Create firework pictures using different media. Children to explore colour again through looking at videos of firework displays and linking this to coloured craft materials (self-choose)</p> <p>Create Christmas decoration using natural materials.</p> <p>Begin to learn about sculpting and moulding using play-doh to create a Diva lamp, add beads/sequins to embellish.</p> <p>Start to look at pattern by discussing Rangoli patterns.</p>	<p>Print speckles onto frogs using different sponges and equipment including things found around the room (re-cycling – bubble wrap)</p> <p>Explore mixing colours together to create other colours (Link to Smeds and the Smoos)</p> <p>Learn beats and rhymes to nursery rhymes including suggesting and adding actions to words.</p> <p>Observational drawing of animals and plants when at the local park.</p> <p>Listen to sounds of the local environment.</p> <p>Make Chinese lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Take part in role play involving doctors (Miss Polly had a Dolly.)</p> <p>Watch a segment of Swan Lake Tchkaikosky and discuss</p>	<p>Junk modelling houses – three little pigs. Look at 3D shape and reusing everyday materials.</p> <p>Explore how to join different materials together to make structures secure and balanced.</p> <p>Create a farm animal – explore how to add texture to artwork.</p> <p>Roleplay different jobs and put storylines into their own pretend play, drawing upon experiences such as visits to the farm and post office.</p>	<p>Explore colour and symmetry when painting and printing butterflies, begin to use paintbrushes of different lengths and widths.</p> <p>Explore the work of Giuseppe Arcimboldo and create own portraits using different fruit and vegetables.</p> <p>Children to print using vegetables.</p> <p>Sort objects by discussing their function e.g. gardening tools and kitchen utensils</p>	<p>Listen to the work of Grieg (Hall of the Mountain King) and create a dance to perform to each other as the Gingerbread man and characters.</p> <p>EYFS Summer celebration – sing along to songs, add actions and explore instruments.</p> <p>Develop understanding of form and function to design Percy a new shed to fit him and the animals at the park.</p>