

### *Trust Intent & Entitlement*

At Tees Valley Education our knowledge-rich national curriculum based offer is mapped to reflect, and meets, the bespoke needs of all children in the trust; across mainstream, unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, using the latest research in the science of learning, the inclusive practice and provision demonstrates the trusts determination to achieve excellence.

We want all of our children to make progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations, a passion for learning and the cultural capital needed to succeed in life.

At Tees Valley Education we are utterly committed to narrow the gaps and support the development of the reading, vocabulary and oracy as we recognise the trusts community needs, supported during the transition phase through blended learning and digital agency. The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens.

*'The limits of our language are the limits of our world' Ludwig Wittgenstein*

## **Long-term Rationale: Early Years Foundation Stage**

### ***Learning for today.... preparing for tomorrow***

The TVEd long-term plan for EYFS has been designed to fulfil the early years framework, whilst taking into account the area in which we serve.

#### ***Intent: -***

Our early years curriculum aims to develop the pupils holistically, taking into consideration early childhood development and their cognitive stage.

The curriculum is progressive and coherently planned to engage all learners and to build upon the children's prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child's unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows pupils to be increasingly articulate in their learning and prepare them for the next stage of their education

#### **Overview**

The documentation is based upon the Early Years Framework with the statutory requirements. It reflects the expectations of sequential and progressive direct teaching, using the supporting documents of Development Matters and Birth to Five. The 'characteristics of effective learning' are at the heart of our early years curriculum which provides opportunities for pupils to develop in environments which enable learning and ignite curiosity and enthusiasm. In addition to this the trust has an expectation that continuous provision reflects all prime areas, meeting the needs of the children in the setting. The coherent long-term learning sequence has been developed to ensure a secure foundation for social and academic development and readiness for year 1.

Characteristics of Effective Learning	Areas of Development	Aspects
<b>Engagement: Playing and exploring</b> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<b>Prime areas</b>	
	<b>Personal, Social and Emotional Development</b>	Self-regulation
		Managing self
Building relationships		
<b>Motivation: Active learning</b> <ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving</li> </ul>	<b>Physical Development</b>	Gross motor skills
		Fine motor skills
	<b>Thinking: Creating and thinking critically</b> <ul style="list-style-type: none"> <li>Having own ideas</li> <li>Making links</li> <li>Choosing ways to do things</li> </ul>	<b>Communication and Language</b>
Speaking		
<b>Specific areas</b>		
<b>Literacy</b>		Comprehension
		Word reading
		Writing
<b>Mathematics</b>		Number
		Numerical patterns
<b>Understanding the World</b>		Past and present
		People, culture and communities
	The natural world	
<b>Expressive Arts</b>	Creating with materials	
	Being imaginative and expressive	

## EYFS PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

**Intent: To provide opportunities for pupils to develop a positive sense of self, and create strong relationships with those around them. By learning how to manage their emotions, pupils will develop skills in co-operation and dealing conflict, in order to support their ability to achieve in school and later life.**

**By the end of nursery (based Development Matters) most children will be able to:**

- Talk about family and friends
- Talk about similarities / differences between how we feel
- Develop strategies for dealing with feelings, emotions and behaviours
- Begin to make / develop new friendships
- Understand how to deal with mistakes – take ownership of own learning
- Understand cause and effect – follow school rules and routines
- Celebrate other people's achievements

**By the end of reception (ELG) most children will be able to:**

### Self-Regulation

- Show understanding of own feelings and those of others and begin to regulate their own behaviour
- Set and work towards simple goals appropriately, being able to wait for what they want and control their impulses
- Give focussed attention to what the teacher says, responding appropriately
- Show an ability to follow instructions involving several ideas or actions

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play co-operatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others' needs

## PSED: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> <b>Self-Regulation</b>	All about me and my family Learning about different emotions	Understand emotions / Talk about feelings	Show confidence in new situations (transition) Understand how other people might be feeling
<b>Nursery</b> <b>Managing Self</b>	All about me (self - care) – Toilet training and hand washing Introduce classroom rules and routines	Create and model activities designed to allow independence and perseverance in the face of challenge. Select and use resources independently Understand and follow rules and routines	Being healthy - exercise Talk with others to solve conflict Follow rules and routines without adult support
<b>Nursery</b> <b>Building Relationships</b>	All about me (co-operative play / positive relationships) Playing alongside others. Being aware of others in their environment.	Playing with one or more children, turn taking, sharing.	Being confident with unfamiliar adults. (transition)Extending playing ideas with others.
<b>Reception</b> <b>Self-Regulation</b>	Me, my family, my friends Adapt behaviour to match environment	Control their own impulses, being able to wait	Understanding of own feelings and how others might feel in a given situation
<b>Reception</b> <b>Managing Self</b>	Understand cause/effect consequences for actions. See themselves as a valuable individual Create and model activities designed to allow independence, resilience and perseverance in the face of challenge.	Healthy Eating Celebrate others achievements Explain reasons for rules	Being healthy: exercise Ownership of own learning. Mistakes are a part of learning

# TVED Long Term Curriculum Map

<p><b>Reception</b> <b>Building Relationships</b></p>	<p>Me, my family, my friends (positive attachments, showing sensitivity) Make/develop new friendships Talk about own family and friends</p>	<p>Chinese New Year cultural similarities and differences. Why are we all different/same? (Show sensitivity to their own and others' needs) Understand other people's needs and feelings Discuss conflicts in play and negotiate solutions</p>	<p>Following instructions to build constructive and respectful relationships</p>
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## EYFS PRIME AREA: PHYSICAL DEVELOPMENT

**Intent:** To develop all-round physical development to enable healthy and active lives. Through specialist and direct teaching and ongoing weekly provision, opportunities are provided to develop both gross and fine motor skills and develop co-ordination and control.

**By the end of nursery (based Development Matters) most children will be able to:**

- Move in different ways including running, walking, climb on different surfaces, climb stairs using alternate feet
- Have developing control with ball skills including throwing, catching and kicking
- Link a sequence of movements together
- Create lines and circles pivoting from the shoulder and elbow
- Uses a range of small tools-brushes, pencils, chalk, whisks, pegs, threading
- Shows accuracy when drawing using lines and circles
- Hold scissors correctly to snip
- Use a range of lines and shapes when painting and drawing to create a representation

**By the end of reception (ELG) most children will be able to:**

### Gross motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrates strength, balance and co-ordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### Fine motor

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to use accuracy and care when drawing

## PHYSICAL: CONTINUOUS PROVISION AND DIRECT TEACHING\*\*Order to be determined by teaching staff\*\*

	Autumn	Spring	Summer
<p><b>Nursery</b> <b>Gross motor</b></p>	<p>Movement in different ways including running, walk, run and climb on different surfaces, climb stairs using alternate feet</p>	<p>Ball skills including throwing, catching and kicking Create lines and circles pivoting from the shoulder and elbow</p>	<p>Refine movements in different ways such as running forwards and backwards, jumping upwards and forwards Link a sequence of movements together</p>
<p><b>Nursery</b> <b>Fine motor</b></p>	<p>Use a range of small tools-brushes, pencils, chalk, whisks, pegs, threading Develop grip strength in hands- dough disco- Squeeze, stretch, pinch, roll</p>	<p>Show accuracy when drawing using lines and circles Focus on developing tripod pencil grip Hold scissors correctly to snip</p>	<p>Learn to write some letters in their name Use a range of lines and shapes when painting and drawing to create a representation</p>
<p><b>Reception</b> <b>Gross motor</b></p>	<p>Move in a range of ways, speed and directions to avoid obstacles slithering, shuffling, rolling, crawling, jumping, skipping, sliding and hopping</p>	<p>Ball skills including throwing, catching, kicking, batting and aiming using a variety of equipment and with increasing accuracy and precision</p>	<p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

# TVED Long Term Curriculum Map

	Move around, over, under and through balancing and climbing equipment Jump off objects and land appropriately	Movement including spatial awareness negotiating space successfully, adjusting speed and direction to avoid obstacles	
<b>Reception</b> <b>Fine motor</b>	Refine pencil grip Writing letters/numbers using correct formation Use cutlery with increasing control	Adding smaller details to drawing and paintings using a range of media Writing letters/numbers using correct formation	Increase accuracy, size and orientation of letters and numbers

## EYFS PRIME AREA: COMMUNICATION AND LANGUAGE

**Intent:** To develop the spoken language and vocabulary of pupils to enable them to access all areas of learning. Through conversation, questioning and modelling, children will be able to communicate effectively with people around them.

**By the end of nursery (based Development Matters) most children will be able to:**

- Listens when somebody else is talking
- Talk in sentences using 4-6 words
- Begin to extend some sentences using and or because
- Talk about the future and past with increasing accuracy around tense
- Answer simple why questions
- Asks questions to find out more
- Participate and respond in small group discussions or 1:1 interactions
- Listens to and talks about stories to build familiarity and understanding
- Retell a story using some exact repetition and some of their own words

**By the end of reception (ELG) most children will be able to:**

**Listening, attention and understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

**Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## COMMUNICATION AND LANGUAGE: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> <b>Listening, attention and understanding</b>	Listen and respond when they are spoken to by an adult. Listen to and identify sounds from the indoor and outdoor Explore instruments for listening and response skills Sit still, listen and join in for rhymes, stories or register routine Follow a simple single instruction	Answer questions in a small group situation linked to well-known stories. Answers are becoming more appropriate to the question Listen for a growing length of time in a small group Follow a simple two step instruction	Understand why questions. Listen and maintain attention for a growing length of time as a class Give greater detail in answers Follow a more complex set of instructions
<b>Nursery</b> <b>Speaking</b>	Answer the register. Talking one to one with a key adult. Repeating key vocabulary modelled. Begin to understand the conventions of talk and response	Start a conversation and continue to turn take. Use talk to organise themselves and their play Communicate to meet needs Communicate for a purpose Use a wider range of appropriate vocabulary	Retell well-known stories and sing a repertoire of rhymes. Name a story that they like and say why

# TVED Long Term Curriculum Map

<b>Reception</b> <b>Listening, attention and understanding</b>	Take turns in a group and class situation Listen with intent to other people when they speak Give reasons for their answers Identify main characters in a story	Ask own relevant questions to find out more (who, where, why) Use story language and subject specific language in context to answer questions	Use talk to help work out problems and organise thinking. Explain how things work and why they might happen. Answer how do you know questions Sequencing events and words in sentences to describe detail
<b>Reception</b> <b>Speaking</b>	One to one and small group discussions around direct teaching areas. Focus on speaking in sentences. Develop social phrases	Sharing own ideas and opinions. Articulate their ideas and thoughts in well-formed sentences	Connect ideas using a range of connectives. Opportunities to offer own ideas and explanations Speaking in more complex sentences.

## EYFS SPECIFIC AREA: LITERACY

**Intent: To develop secure foundations in communication, language, reading and writing. The curriculum aims to instil a love of books and reading, with the offer developing skills in both word reading and comprehension. Children will be able to listen to, and talk about stories, poems, rhymes and non-fiction, and develop secure foundations in decoding printed words. Equally as important, children will develop good language comprehension which will support the development of self and wider world. Reading, is crucial to the development of writing and direct and continuous opportunities to record will be offered provide a secure foundation in handwriting, spelling and writing for meaning in readiness for year 1.**

**By the end of nursery (based Development Matters) most children will be able to:**

- Engage in extended conversations about stories, learning new vocabulary.
- Recognise words with the same initial sound
- Spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Begin to join in with rhyming strings like 'hat' and 'cat'.
- Orally segment and blend
- Use some print and letter knowledge in their early writing.
- Write some or all of their name

**By the end of reception (ELG) most children will be able to:**

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate-where appropriate- key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common expectation words

### Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

## READING AND WRITING: DIRECT TEACHING

**\*\*Order to be determined by teaching staff\*\***

	Autumn	Spring	Summer
<b>Nursery</b> <b>Word reading</b> <b>Comprehension</b>	Adults share books- how to hold, print has meaning, identify print in the environment Tuning into sounds through songs, rhymes, body sounds Copying sequences with your body and voice	share books in groups- name different parts of the book share books in groups- how follow text Engage in rhythm and rhyme to learn vocabulary and responses Learn that names and objects start with a sound Count/clap syllables in a word	Sounds effects and letter sounds using their voice Orally segment and blend – using objects then pictures Introduce RWI pictures Recognise words with the same initial sound

# TVED Long Term Curriculum Map

<b>Nursery</b> <b>Writing</b>	Adding marks to their pictures to show meaning	Adding marks to their pictures to show meaning Begin to create individual marks to represent meaning	Begin to form some letters correctly in their name
<b>Reception</b> <b>Word reading</b> <b>Comprehension</b>	Begin 1:1 reading Read individual letters by saying the sound (SET 1) Blend sounds into words (SET 1 and begin blending)	Read some letter groups that represent one sound (SET 1 Photocopy ditty) Read simple phrases and sentences (SET 1 Red)	Read simple phrases and sentences with some CEW (SET 1 Red ditty/ SET 2 Green) Read simple phrases and sentences with some CEW (SET 2 Green/purple)
<b>Reception</b> <b>Writing</b>	Form lower case letters correctly Write cvc words Write lists using known sound-letter correspondence	Write cvcc words and some red words Write captions using known sound-letter correspondence Write phrases/ short sentences	Write short sentences using a capital letter and full stop Reread what they have written to check it makes sense

## EYFS SPECIFIC AREA: MATHEMATICS

**Intent: To provide a strong grounding in numbers to 10, developing a deep conceptual understanding of which to provide the building blocks for future mathematical concepts. Curiosity around number, shape, space and measures will be developed through a range of opportunities to support their readiness for school and the mathematical world around them.**

### By the end of nursery (based Development Matters) most children will be able to:

- Know that the last number reached when counting a small set of objects tells you how many there are in total.
- Show 'finger numbers' up to 5.
- Matches numerals and amounts up to 5.
- subitise up to 3.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
  
- Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Understand position through words alone.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identify the patterns around them.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

### By the end of reception (ELG) most children will be able to:

#### Number

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers to 10, including evens and odd, double facts and how quantities can be distributed evenly.
  
- Select, rotate and manipulate shapes in order to develop spatial awareness
- Investigate how shapes can be combined to make new shapes
- Copy, continue and create repeating patterns
- Compare length, weight and capacity using comparative language

## MATHS: DIRECT TEACHING

\*\*Order to be determined by teaching staff\*\*

# TVED Long Term Curriculum Map

	Autumn	Spring	Summer
<b>Nursery Number Number Patterns</b>	Counting rhymes and songs using fingers to represent numbers Recite numbers counting past 5	Cardinal value to 3 and counting groups to 3 Link numeral amounts up to 3 Compare quantities using vocabulary such as more than, less than Talk about and identify patterns Discuss routes and locations using appropriate vocabulary	Recognition of up to 3 objects Show finger numbers up to 5 Cardinal value to 5 Link numeral amounts up to 5 Notice and correct an error in a repeating pattern
<b>Nursery Shapes and Measures</b>	Talk about and explore 2D shapes and language associated	Talk about and explore 3D shapes and language associated Investigate size, length, weight and capacity	Combining shapes to make new shapes Select appropriate shape for building Make simple comparisons between size, length, weight and capacity
<b>Reception Number Number Patterns</b>	Recite numbers to 10 Subitise to 6 Representing, comparing, composition of 1-3 Matching and sorting Introduce zero Representing, comparing, composition of 4-6 1 more and 1 less Copy a repeating pattern	Recite numbers past 10 Cardinal and ordinal to 10 Representing, comparing, composition of 7-10 Combining 2 groups Consolidation 1-10 Bonds to 10 Adding more Taking away Continue a repeating pattern	Recite numbers beyond 20 Building numbers beyond 10- comparing and ordering Counting patterns beyond 10- adding to full sets of 10 Instant recall of bonds to 10 Recognise doubles facts Odd and even Sharing and grouping Create repeating patterns
<b>Reception Shapes and Measures</b>	<b>Measure</b> Compare size, capacity and mass <b>Shape</b> Recognise circles and triangles Recognise shapes with 4 sides and know simple properties	<b>Measure</b> Compare size - (length, height) mass and capacity Length and height <b>Shape</b> Find 2d shapes within 3d shape and patterns Simple properties of 3d shapes	<b>Shape</b> Spatial reasoning - visualise and build Comparing simple properties of 2d and 3d shapes

## EYFS SPECIFIC AREA: UNDERSTANDING THE WORLD

**Intent: To ensure a range of personal experiences which increases the children's knowledge and sense of the world around them, fostering an understanding of our diverse world. The opportunities would enrich and widen vocabulary, supporting the development in oracy and comprehension.**

**By the end of nursery (based on Development Matters) most children will be able to:**

- Remember and talk about significant events in their own experience.
- Talk about some of the similarities and differences between places they have been, where they live
- Show care and concern for living things and the environment.

**By the end of reception (ELG) most children will be able to:**

- Past and present**
- Talk about the lives and roles of people around them and their roles in society
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Use technology for a purpose and with a simple outcome
- Notice and talk about the differences between people, families and communities

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate- maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## UNDERSTANDING THE WORLD: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> Past and present	Talk about weekend news	Remember and talk about significant recent events in their own experience Look at photos of events in their lives	Remember and talk about significant recent events in their own experience
<b>Nursery</b> People, culture and communities	Bonfire night, Diwali and Christmas - (what are they) Birthdays- (why and how) Children in Need Look at different occupations	Chinese New Year and Easter (what are they) Talk about similarities and differences between people Comic Relief	Talk about similarities and differences between places they have been and where they live
<b>Nursery</b> The Natural World	Seasons: Weather (autumn / winter) Exploration of the immediate environment grass, mud, puddles, plants, animals Using senses, sights, sounds and smells Identify through stories different environments and nature	Seasons: Weather (winter / spring) To talk about some of the things they have observed such as plants, animals, natural and found objects To plant seeds and care for them	Seasons: Weather (summer) Woodland Environment including comparison to local area Mini beasts and woodland animals Show care and concern for the environment
<b>Reception</b> Past and present	Remembrance Day- look at pictures and stories	Past V Present -homes or toys Discuss images of a familiar past What happened before they were born?	Compare and contrast characters from stories including figures from the past
<b>Reception</b>	Children in Need	Chinese New Year: Cultural similarities and differences	Reading simple maps

## TVED Long Term Curriculum Map

<b>People, culture and communities</b>	Diwali: Cultural similarities and differences Christmas: How is it celebrated around the world People who help us (people's lives and their roles in society)	The Easter Story Comic Relief	Talk about important figures in the community Know that some places are special to members of their community
<b>Reception</b> <b>The Natural World</b>	Seasons: Changes in the natural world (autumn / winter) Recognise some environments are different to the ones they live in	Seasons: changes in the natural world (winter / spring) Complete an investigation linked to British Science week Understand change of state- melting, freezing	Seasons: Changes in the natural world (summer) Seaside Environment including comparison to local and woodland area Investigate forces- push, pull

### EYFS SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN

**Intent:** To develop artistic and cultural awareness which allows creativity and imagination to be fostered. Repetition and depth of their experiences is fundamental to enhancing their appreciation across the arts.

#### By the end of nursery (based on Development Matters) most children will be able to:

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc
- Engage in imaginative role-play based on own first-hand experiences
- Create simple representations of events, people and objects
- Make simple models which express their ideas
  
- Use various construction materials to build, balance and create their own representations and designs
- Join different materials and explore different texture
- Recite a range of nursery rhymes

#### By the end of reception (ELG) most children will be able to:

- Creating with Materials
  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
  - Share their creations, explaining the process they have used.
  - Make use props and materials when role playing characters in narratives and stories
  
- Being Imaginative and Expressive
  - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.

- Enjoy creating simple beat and rhythm activities
- Respond to what they have heard, expressing their thoughts and feelings

- Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music.

## EXPRESSIVE ARTS AND DESIGN: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> <b>Creating with materials</b>	Explore different materials Create closed shapes with continuous lines Explore colour Mark making leading to drawing	Explore different materials using all senses Show emotions in paintings and pictures	Artist study- Kandinsky- abstract art Make simple models Use drawing to represent ideas
<b>Nursery</b> <b>Being imaginative and expressive</b>	Introduce pretend play Listen with increased attention to sounds  Performance for others: Nursery Rhyme Week Christmas	Sing a range of nursery rhymes – recognise rhythm and repetition Take part in pretend play Remember and sing entire songs Performance for others: Easter concert	Make imaginative small worlds Respond to what they have heard, expressing their thoughts and feelings Sing pitch of a tone sung by another person Performance for others: music and singing Graduation
<b>Reception</b> <b>Creating with materials</b>	Explore colour mixing Join different materials and explore different textures	Develop own ideas and decide which materials to use for a purpose Artist study- Seurat- pointillism	Artist study-Mondrian- abstract art Show and explain how they made their creations to others
<b>Reception</b> <b>Being imaginative and expressive</b>	Begin to develop / make complex 'small worlds' Listen attentively, move to and talk about music, expressing their feelings and responses  Performance for others: Nursery Rhyme Week Christmas	Developing story lines in their pretend play Sing the melodic shape of familiar songs Watch and talk about dance and performance art, expressing their feelings and responses  Performance for others- invent own performance for peers	Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Sing in a group or on their own increasingly matching the pitch and following the melody Performance for others- rhythm and rhyme