




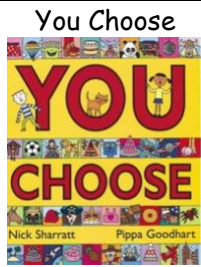
Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life in all its fullness YB 	outdoor area	Pantomime Bakery	Chicks in school Ribby Hall or zoolab		Forest School	Transition Picnic
Additional Events 	Harvest	Bonfire Night Diwali Christmas	Chinese New Year	Shrove Tuesday Holi	Mother's Day Ramadan/Eid Father's Day	Eid
Spiritual root 	Corinthians 13:4-5: "Love is patient, love is kind." Peter 4:8: Above all, love each other deeply, because love covers over a multitude of sins.	Isaiah 9:6-7 For to Us a Child is born. John 1:29 - Behold, the Lamb of God, who takes away the sin of the world!	John 3:16 "For God so loved the world, that he gave his only begotten Son" Luke 24: 6 - 7 He is not here; he has risen!	Genesis 1:24 And God said, "Let the earth bring forth living creatures according to their kinds—livestock and creeping things and beasts of the earth according to their kinds." And it was so.	Deuteronomy 31:6 Be strong and courageous. Ephesians 6:10 Finally, be strong in the Lord and in his mighty power.	Jeremiah 29:11 For I know the plans I have for you Philippians 4:6-7 Do not be anxious about anything.
Topic title	My Balderstone Family Theme books to enjoy 😊	Balderstone Superhero's Theme books to enjoy 😊	Balderstone Beasts Theme books to enjoy 😊	Balderstone Bears Theme books to enjoy 😊	Balderstone's Barrier Reef Theme books to enjoy 😊	Balderstone and Beyond Theme books to enjoy 😊

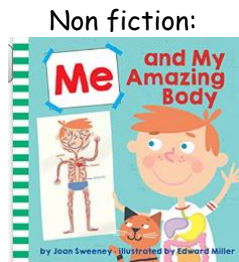
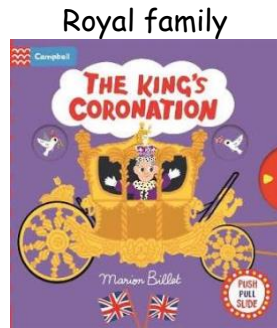
Book Spine

(Retell the story)

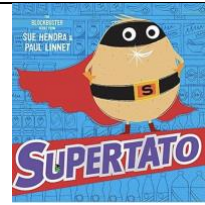
YB



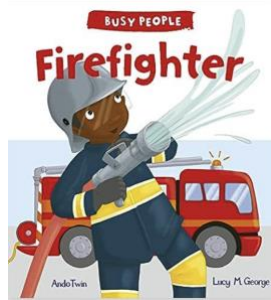
Family book - growing
When we were giants



Learn by heart
Red Riding Hood*
3 Billy Goats Gruff
Oi Frog*



Poppies by JC*

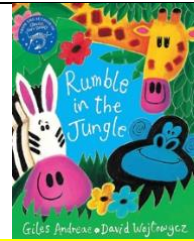


Fireman

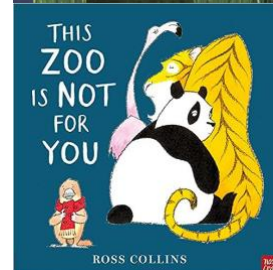
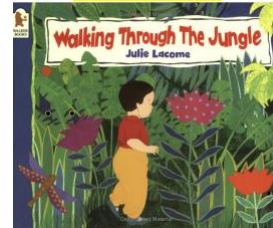
Learn by heart

The Three Little
Pigs*

The Enormous
turnip*

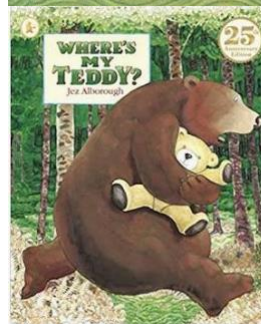
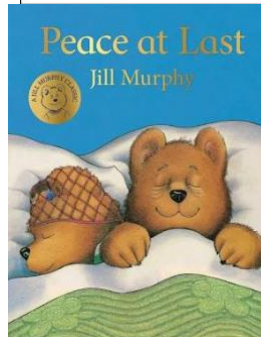
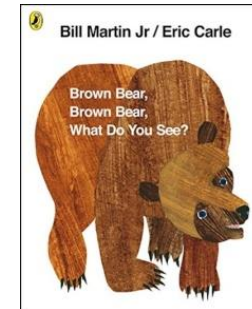


JC*katie and the
sunflowers



Zoo animals jungles
and growing

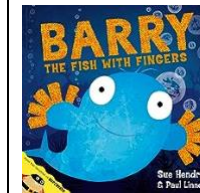
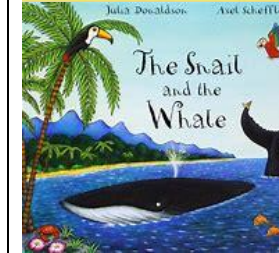
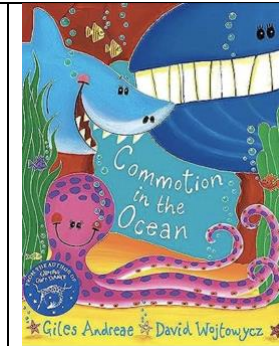
Learn by heart



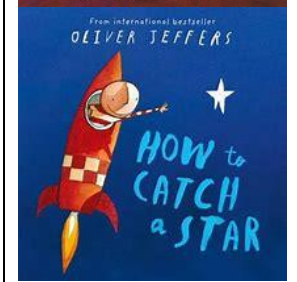
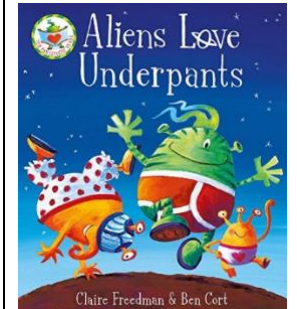
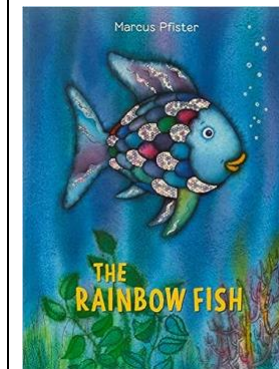
Learn by heart

We're going on a
Bear Hunt*

Goldilocks and 3
bears*



Learn by heart








Learn by heart

Whatever Next!

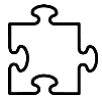


The way back home

	<p>Oral hygiene</p> <p><u>Nursery rhymes</u></p> <p>Tommy Thumb</p> <p>Head, Shoulders, Knees and Toes</p> <p>Baa, Baa Black sheep</p> <p>Pussy Cat Pussy Cat</p> <p>Humpty Dumpty</p> <p>One Finger, One thumb keep moving</p>	<p><u>Nursery rhymes</u></p> <p>I'm a little teapot</p> <p>Polly Put the Kettle on</p> <p>Incey Wincey Spider</p> <p>Jack and Jill</p> <p>Miss Polly had a dolly</p> <p>The Grand Old Duke of York</p> <p>The Wheels on the Bus</p>	<p> Dear Zoo* Rod Campbell</p> <p>Dear Zoo*</p> <p>Handa's surprise*</p> <p>The Tiger who came to Tea*</p> <p> The Tiger Who Came to Tea* Judith Kerr</p> <p><u>Nursery rhymes</u></p> <p>5 little monkeys</p> <p>Mary, Mary quite contrary</p> <p>Old Macdonald had a farm</p> <p>Two little Dickie Birds</p> <p>Hickory Dickory Dock</p>	<p><u>Nursery rhymes</u></p> <p>Round and Round the garden</p> <p>The Bear went over the mountain</p> <p>Teddy Bear, Teddy Bear turn around</p> <p>Teddy Bears' Picnic (song)</p>	<p>Shark in the Park Nick Sharratt*</p> <p><u>Nursery rhymes</u></p> <p>One, Two, Three, Four Five (once I caught a fish alive)</p> <p>Row, row, row your boat</p> <p>A sailor went to sea, sea, sea</p> <p>Rain, Rain Go away</p> <p>5 little Ducks went swimming one day</p>	<p> From international bestseller OLIVER JEFFERS The WAY BACK HOME</p> <p> STARS AND PLANETS</p> <p>Non fiction:</p> <p><u>Nursery rhymes</u></p> <p>Hey Diddle Diddle</p> <p>Ten in the bed</p> <p>Twinkle Twinkle Little Star</p> <p>5 little men in a flying saucer</p>
UTW	Use all their senses in hands-on	Use all their senses in hands-on	Use all their senses in hands-on	Use all their senses in hands-on	Use all their senses in hands-on	Use all their senses in hands-on

<p>Pre school</p> <p>Reception</p>	<p>exploration of natural materials</p>  <p>[hard/soft/smooth /rough}</p> <p>Body parts: head, shoulder, knees, toes.</p> <p>The body parts ears, eyes, nose, mouth, tongue, fingers, hands, skin.</p>  <p>Knowledge of things found in nature: name a leaf. They know that leaves grow on trees, fall from trees, can change colour and be different shapes.</p> <p>Explore collections of materials with similar and/or</p>	<p>exploration of natural materials - ice</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside FS</p>  <p>Hot, cold, warm, freezing, water, ice, icicle, melt, boiling, fire, sun</p> <p>Talk about the differences between materials and changes they notice</p>  <p>Melting, softer, runny,</p>  <p>Ice melts and turn</p>	<p>exploration of natural materials</p>  <p>[spiky/prickly/long / short, bendy/light</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p> <p>Different bulbs and seeds (on tree stand)</p>  <p>Plants grow.</p> <p>Plants need light to grow. Plants need water. Plants need something to grow on. Most plants need food. A tree is a plant.</p>	<p>exploration of natural materials</p>  <p>Soft, fluffy, furry,</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live - types of bear regions polar etc...</p>	<p>exploration of natural materials</p>  <p>Bumpy, absorbent, squashy, brittle,</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p>  <p>shells, pebbles, sand</p> <p>Explore how things work. [kite /snorkel</p> <p>Explore and talk about different forces they can feel</p> <p>Water up thrust - balloon.</p>	<p>exploration of natural materials</p>  <p>Rocks:- small, large, round, smooth. Jagged/heavy /light</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p> <p>Different types of rocks/stones/pebbles</p> <p>Explore how things work:- Robot</p> <p>Show interest in different occupations</p> <p>Space exploration</p> 
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different properties. Talk about what they see, using a wide vocabulary



Conkers, fallen leaves

collection/group/ Sorting, feel, touch

Adjectives - soft, hard, smooth, rough, spiky, dry, crispy, wet

Colour - brown, red, orange, yellow, green, black

magnifier laptop

On tree stand

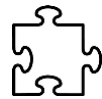
Begin to make sense of their own life-story and family's history [who lives in my house?]

back into water when it warms up.

Water freezes when it is very cold and turns into ice.

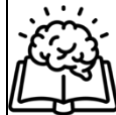
Things can change when they are hot or cold.

Talk about members of their immediate family and community



Job/s, work, safe, help,

community, trust, uniform, equipment



People in and out of our family can help us.

Equipment and tools helps us to do a job.

Blossoms are flowers.



Seed, bulb, stem, leaf, petal, root, flower, bud, blossom, tree

Show interest in different occupations - garden centre, florist, farm shop, market stall

There are different jobs - florist, farmer, gardener, shop keeper.

Explore and talk about different forces they can feel



How some objects can bend, bend/stretch and snap others can't.



There are lots of countries that make up or world. Some countries are hot and some are cold.

Understand the effect of changing seasons on the natural world around them
Spring tree - blossom take photo



Spring, sorts of weather - clothing, animals, types of weather for the season.

Spring is the season that comes after winter. The weather starts to get warmer and it is time when we

Talk about the differences between materials and changes they notice

By asking questions you can explore how things work.

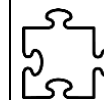
Forces can be felt. You can feel a push and a pull.

Lighter objects floats and heavier objects sink.

Wood floats and stones sink.

Understand that some places are special to members of their community(RE)

Recognise some environments that are different from the one in which they live (snail and whale)



Sea, land, island, boat, ferry, lighthouse, harbour, volcano, rainforest, jungle,

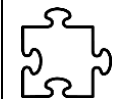
What is an astronaut, rocket, explore, space station, mission control, landing.

Talk about the differences between materials and changes they notice

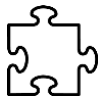
Moon rock cakes - how ingredients change, which is the best material (testing)

Light can shine through some materials but not others.

When you block out the light, it creates a shadow.



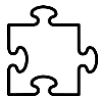
Tin foil, clingfilm, paper, cardboard, fabric, plastic, metal, brown paper, wood, bendy, flexible, rigid.



Vocabulary
- family,
house, home, mum,
dad (mother,
father),
grandparents,
brother, sister,
cousin, aunty,
uncle, pet.

Explore how things
work - magnets in
provision.

Continue developing
positive attitudes
about the
differences
between people.



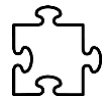
Vocab -
tall, short,
skin
colours, eye colour,
hair colour (fair,
light, dark),
hobbies, Christian,
Muslim, church,
mosque,

**A uniform is a
special set of
clothes for a
job.**

**Name and describe
people who are
familiar to them**

Baker (Sandersons)
Post office, post
person
Teachers
Fire person
Police person
Mrs Midgely -
artist

**Recognise that
people have
different beliefs
and celebrate
special times in
different ways.**



Diwali,
celebrations,
festival, candle,
light (light source),
lamp, Sikh, Hindu

**Some things are
strong because
they do not bend.**

**Some things are
soft because they
can bend and
change shape.**

Explore how things
work..

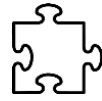
Water squirter,
watering can, hose
pipe, how water
travels up paper.

Plant seeds and
care for growing
plants.
Understand the
key features of
the life cycle of a
plant and an animal.

Sunflower Seed
planting.

Begin to
understand the
need to respect
and care for the
natural

**start to see baby
animals.**

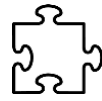


Breeze,
showers,
sunny, cool, damp,
March, April, May

**Comment on images
of familiar
situations
in the past**

Teddy - old and
new

Threadbare Mick
Inkpen

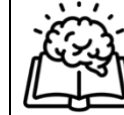


Old, new,
modern,
past, now, fluffy,
worn, colourful,
plain, battery
powered,
handmade.



**Teddy
bears
are a
toy from the past
and now.**

thunder and
lightning,
mountains, beach,
waves.

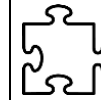


**A jungle
is the
same is**

**a rainforest.
The sea touches
the land.**

**Recognise that
people have
different beliefs
and celebrate
special times in
different ways.**

Ramadam/Eid
My First Eid



Fasting,
feast, Eid,
sunrise,
sunset, gifts,
clothes, prayer.



**Eid is a
celebration for
Muslims.**



**Material
is what
something is made
from.**

**We cannot get
the ingredients
back- changed by
heating**

**Compare and
contrast
characters from
stories, including
figures from the
past.**



**Busy
people -
astronaut - make
link for KS1
history Neil
Armstrong
explorers.
Neil Armstrong
and Buzz Aldrin
were the first
humans to go to
the moon.**

likes/dislike, same, different, friend

Name and describe people who are familiar to them - school family - Mrs Gow, Mrs Turner, Mrs Chand, Mrs Hussain, Mrs Johnson. Who lives in my house?



Knowledge about school community - teacher, office, dinner hall, cook, cleaner, buddy, class, classroom, playground, church, coach, dinner lady.

Comment on images of familiar situations in the past.



Diwali is a special time for Sikhs and Hindus.

A celebration is a time of fun and happiness.

Understand the effect of changing seasons on the natural world around them



Winter is the season that comes after Autumn. In winter, the weather gets colder. We need to start wearing coats, hats, scarves and gloves.



environment and all living things.



Apples are natural and are a fruit. They have seeds and flesh.

Plants and animals are living things. Know the key features of the life cycle of an animal: baby, child, adult/lamb, sheep/calf, cow.

Explore the natural world around them.



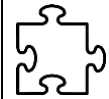
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Where is Kenya? Handa's Surprise

Teddy bears in the past were handmade.

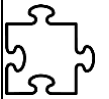
A long time in the past, bears were filled with straw. Old bears were not as cuddly and soft.

Eid is a special time after Ramadan. Ramadan is a time for fasting.

Understand the effect of changing seasons on the natural world around them - tree summer



Brave, courageous Unknown Explore Change difficult choice



Explore the natural world around them. Summer Sunny, warm / warmer, hot/hotter, shorts, t-shirt, sun cream, sun hats, June, July, August

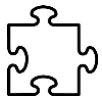


Summer is the season that comes after Spring. The weather usually gets warmer and we wear clothes to help keep us cool. It is important to wear sun cream to

Looking at photos of their own Kitchens - home corner -

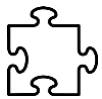


A kitchen is a room in their house where meals are made.



Kettle, fridge, cooker, oven, stove, sink, microwave, dishwasher, iron, room.

Draw information from a simple map-map of where we live
Ask parents for photos of front of houses.



Live, street, road, lane, cul-de-sac, sign,

Winter, December, January, February, cold, snow, frost, ice, slippy,

Remembrance Day
There were 2 world wars and there were people in the wars who helped us



There are lots of countries that make up our world. Some countries are hot and some are cold. A globe is a model of the earth. The top and bottom parts of the earth are cold. Blue shows water. Green, yellow and brown show land. White shows ice. The sea touches the land. Key vocab: country world, hot, cold, globe, earth, ice, sea

Extra info -Kenya is another country and is a hot place.
Kenya is far away.
You need to get there by aeroplane.

protect our skin from the sun.

Describe what they see, hear and feel whilst outside

road, Balderstone, Blackburn, Mellor Brook, near, far away, close, travel, car, walk, bus, train.



We go to school in Balterstone. Balderstone is a village. We have a woods nearby. A wood is full of trees. A map shows us where places are and how to get to places.

Compare and contrast characters from stories, including figures from the past.

Peepo



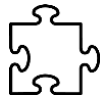
A character is a person in a story.

We get things that grow in Kenya.
There are rich and poor places in Kenya.
There are big and small places in Kenya.

Recognise that people have different beliefs and celebrate special times in different ways.

Foods and celebration foods linked to RE

Draw information from a simple map Kenya - Handa's Surprise.
Draw/build a simple map from a journey.



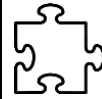
Real,
pretend,
made up,
real life, not real
life, character,
queen, king,
master, dame
(lady), Queen
Elizabeth, King
Charles, then and
now.

Understand the
effect of changing
seasons on the
natural world
around them -
tree, signs of
autumn, names on
autumn leaves.
Photo of tree
outside school



Autumn
is a
season.

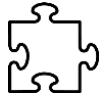
The weather is
how hot, cold,
wet or dry it is.
We measure time
in days, weeks,




Village,
map,
journey,
route, walk,
beginning, end,
path, under, over,
past, next to,
through, along, in
between, above,
around.

Describe what they
see, hear and feel
whilst outside FS
jungle sounds

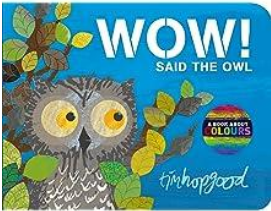



Recognise some
environments that
are different
from the one in
which they live
Kenya - Handa's
surprise
jungle

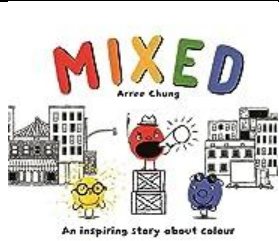
	<p>months and seasons. The seasons change.</p> <p> Autumn, September, October, weather, wind, cloudy, warm, rainy, cool,/cooler wet/wetter, stormy, thunder, lightning, dark/darker, sunny, months, days of week.</p>					
<p>PSED R</p>	<p>Coram: Me & My Relationships</p>	<p>Coram: Valuing Difference</p>	<p>Coram: Rights & Responsibilities</p>	<p>Coram: Being my Best!</p>	<p>Coram: Keeping Myself Safe Water safety</p>	<p>Coram: Growing & Changing</p>
<p>Communication & Language</p>			<p>Over the year children will take part in: Big Picture News/Show & Tell/Sharing Time/Circle Time. During these opportunities children will develop the skills of listening and responding to ideas with relevant comments, questions or answers. They will learn to speak with confidence to small groups and the whole class and learn new vocabulary relating to stories heard or topics.</p>			

<p>Physical Development - Gross Motor</p> <p>YB</p>	<p>Fundamental movement skills based on Eric Carle's Book From Head to Toe</p> <div data-bbox="398 336 497 432" data-label="Image"> </div> <p>Main Body parts - Head, shoulder, knees, toes, tummy, heart, legs, feet, arms.</p> <p>Run, jump, walk, up, down, crawl, fast, slow, start, stop, throw, catch.</p>	<p>Super worm</p> <p>To perform the basic skill of jumping</p> <p>To travel in a variety of ways low to the ground.</p> <p>To travel around the space hopping and skipping.</p> <p>To catch a large ball.</p> <p>To travel under, over and through balancing and climbing equipment.</p> <p>To pull themselves up on climbing equipment.</p>	<p>Rumble in the jungle</p> <p>To travel on hands and feet.</p> <p>To roll in a variety of ways.</p> <p>To use an underarm and over arm throw with increasing accuracy.</p>	<p>Rosie's Walk</p> <p>To jump and land appropriately.</p> <p>To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.</p> <p>To climb under over and through climbing equipment.</p> <p>To experiment with different ways of travelling on hands and feet</p>	<p>Seaside</p> <p>To balance on small body parts.</p> <p>To travel on hands and feet.</p> <p>To show increasing control over an object pushing and patting it.</p> <p>To perform a variety of gymnastic rolls.</p>	<p>How to catch a star</p> <p>To balance on small and large body parts in the shape of a star.</p> <p>To send a ball/ throwing equipment with increasing accuracy.</p> <p>To jump and land appropriately.</p> <p>To climb under over and through climbing equipment.</p> <p>To practise throwing overarm.</p>
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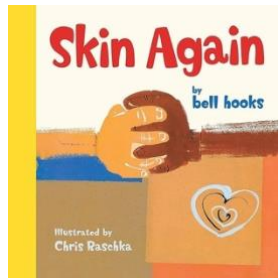
<p>Physical Development - Fine Motor</p>	<p>Using equipment - water area, sand, mud kitchen Sit on a chair ready to write. Letter formation</p> <p>A letter has a starting point and an end. A letter is a way of showing a sound. A pencil is a tool for writing.</p> <p>There is a correct way to hold a pencil - nip, flip, grip.</p> <p>Progression in skills Pivot skills: Shoulder Dressing/ undressing</p> <p> Dressed, clothes, undressed, clothes names, vest, underwear, jumper, cardigan, t-shirt/top, dress, skirt, socks, trousers, shoes, trainers, pumps, shorts, coat</p> <p>Butterfly method Using cutlery Knife, fork, spoon, plate, glass, cup</p>	<p>Threading</p> <p>Threading means placing one thing through another.</p> <p>Pincer grip to pick up. NIP (hands progressing to tool)</p> <p>Holding one item in each hand.</p> <p>Mid line/centre line movement.</p> <p>In, grab, pull motion.</p> <p>Letter formation Pivot skills: Elbow</p> <p>Hat, scarf, gloves,</p> <p>Scissor skills One handed snipping of playdough .</p>	<p>Planting</p> <p>Letter formation</p> <p>Pivot skills: Wrist</p> <p>Scissor Skills</p> <p>Use a range of tools, including salad tongs,</p> <p>Holding scissors correctly</p> <p>Snipping play doh to make hedgehog, pineapples, leaves.</p>	<p>Adventure Playground</p> <p>Letter formation</p> <p>Scissor Skills:</p> <p>Scissor skills - snip and hold paper. Holding paper and cutting straight line and move the scissors. Cut on a map/fringing.</p> <p>Following a straight line on paper (rectangles, squares and triangles).</p> <p>Turn the paper to make a second cut/start and new cut.</p>	<p>Handwriting</p> <p>Writing Skills</p> <p>Scissor skills</p> <p>We need to use the right pair of scissors/tools to help us cut (dominant hand)</p> <p>Cutting curved lines and shapes.</p>	<p>Handwriting</p> <p>Writing Skills</p> <p>Scissor skills - cutting around a template/shape.</p>
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Literacy Reception	Phonics: ELS P2 Recognise own name Rhyme Story telling immersion- learning and re-telling stories	Phonics: ELS P2/3 Copy own name Initial Sounds CVC writing Names start with a capital letter.	Phonics: ELS P3 Write name without support/visual aid. Spell red words Labels & Captions Begin to write sentences	Phonics: ELS P3/4 Write full name Writing sentences with independence inc. nonfiction. Spell tricky words and phonetically plausible words	Phonics: ELS P3/4 Writing sentences independently with accurate punctuation. Phonetically plausible words	Phonics: ELS P4 Writing sentences independently with accurate punctuation. Phonetically plausible sounds learned so far
Literacy P/S	Exploring books	Exploring print	Exploring stories	Exploring stories	Writing own name and some letters accurately	Imaginative writing
P/S Phonics	The Phase 1 teaching for Pre School phonics includes all seven aspects, within Autumn & Spring this includes: Environmental sounds, instrumental sounds, body percussion, rhythm & rhyme, alliteration and voice sounds		Oral Blending & Segmenting Explore the graphemes associated with the single letter pure sounds. s,a,t,p,i,n,m,d,o,g, c,k The main emphasis of introducing these GPCs week by week is to develop children's auditory awareness of the phonemes for the single letter sounds, readying them to use and apply these as they formally begin their phonics teaching in Reception/P1.		Oral Blending & Segmenting Looking at the phonemes E,u,r,h, b, f, l, j, v, w,x, y, z, qu The main emphasis of introducing these GPCs week by week is to develop children's auditory awareness of the phonemes for the single letter sounds, readying them to use and apply these as they formally begin their phonics teaching in Reception/P1.	
Mathematics Reception <i>Power Maths</i>	Unit 1 - Numbers to 5 Unit 2 - Comparing groups within 5 Unit 3 - Shape (2D & 3D)	Unit 4 - Change within 5 Unit 5 - Number bonds within 5 Unit 6 - Space	Unit 7 - Numbers to 10 Unit 8 - Comparing numbers within 10	Unit 11 - Number bonds to 10 Unit 12 -Subtraction Unit 13 - Exploring Patterns	Unit 14 - Counting on & counting back Unit 15 - Numbers to 20 Unit 17 - Shape	Unit 16- Numerical Patterns Unit 18 - Measure

			Unit 9 - Addition to 10 Unit 10 - Measure		Maths Mastery	
Mathematics Pre School	Colours Matching sorting	Number 1 Number 2 pattern	Number 3 Number 4 Number 5	Number 6 Height and length Mass capacity	Sequencing Positional language 2d/3d shape	Number composition What comes after/before Numbers to 5
UTW TECHNOLOGY	(Barefoot Computing) Busy Bodies	Barefoot computing unit Awesome Autumn	Barefoot computing unit Springtime		Barefoot computing unit Summer Fun Seaside	Barefoot computing unit Super Space
UTW - RE YB	I am Special Harvest	Christmas Diwali	Stories Jesus Heard Chinese New Year	Easter	Special Places Eid	Special People
Expressive Arts & Design - Art Pre school Reception	Colour mixing 	Art hero study Van Gogh Freda Kahlo Artemisa Andy Warhol	Trees/flowers Drawing - different media/paint	Printing - creating fur. 	Clay skills/sculpture Coral reef  Create closed shapes with continuous lines and begin to use these shapes to	Vincent Van Gogh stary night Painting/textiles/coll age 

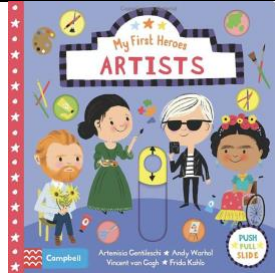


Digital media - taking photos of faces/arms/hands/feet



Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Show different emotions in their drawings and paintings, like



Artist in - Mrs Midgely.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc

Explore, use and refine a variety of artistic effects to express their ideas and feelings.



Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Explore colour and colour mixing.

Explore, use and refine a variety of artistic

Explore colour and colour mixing.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

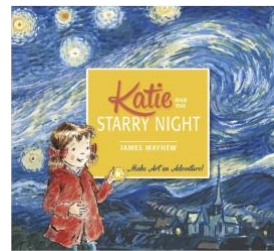
Return to and build on their previous learning, refining ideas and developing their ability to represent them.

represent objects.

Explore colour and colour mixing.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.



Join different materials and explore different textures.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour mixing.

Explore, use and refine a variety of artistic effects to express their

	<p>happiness, sadness, fear, etc</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		<p>effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		<p>ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
<p>Expressive Arts & Design - Music</p> <p>Pre school</p> <p>Reception</p>	<p>Nursery Rhymes</p> <p>Charanga - Me!</p>	<p>Nativity & Christmas Songs</p>	<p>Charanga - Everyone!</p>	<p>Charanga - Big Bear Funk</p> <p>Summer Production</p>	