St Edmundsbury and Ipswich Diocesan Multi Academy Trust

Fox Class Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes N.B These themes may be adapted at various points to allow for children's interests to flow through the provision	**All About Me!** Starting school/ My new class/ New beginnings/ My family/ My heroes/superheroes/ My self-portrait/ My likes and dislikes/ How do I make others feel? / Being kind/ Staying safe/ How have I changed? / What am I good at? Staying healthy/food/human body	**Celebrations!** Birthdays/ special events/ Weekly news/ Bonfire Night/ Diwali/ Hanukkah/ Christmas/ Toys of the past/ The Nativity/ Library Visits/ Letters to Father Christmas/ where does Father Christmas Live? Google Earth	**Terrific Tales!** Traditional tales – Goldilocks and the Three Bears, Little Red Riding Hood, Jack and the Beanstalk, The Three Little Pigs, The Elves and the Shoemaker/ Old favourites/ Familiar tales/ Library visits/ Gingerbread Man/ Julia Donaldson/	**Come Outside!** Plants and flowers/ weather/ seasons/ Does the moon shine? The great outdoors/ Forest School/ planting seeds/ Make a sculpture: Andy Goldsworthy/ Reduce, Reuse and Recycle/ Fun science/ materials/ exploring food – healthy food choices	**Ticket to Ride!** Around the town – How do I get there? Where in the world have you been? Where do we live in the UK/world? Fly me to the moon! Vehicles past and present/ design your own transport/ who was Neil Armstrong? Our local world – Google Earth	**Fun at the Seaside!** Under the sea/ Off on holiday/ Where in the world shall we go/ send me a postcard/ marine life/ fossil – Mary Anning/ seaside's from the past compare: now and then/ seaside art/ Reduce, Reuse & Recycle Fun Science / Materials/ making ice cream/
Possible texts and 'old favourites'	Harry and his Bucketful of Dinosaurs Start School/ Wembley Worried/ 10 Little Fingers and Ten Little Toes/ Owl Babies/ Pete the Cat/ The Rainbow Fish/ The Colour Monster/ All Are Welcome/All Kinds of People/ Stickman/Pumpkin Soup/ Little Red Hen	The Jolly Postman/ Hanukkah/ The First Christmas/ Laura's Star/ The Star that Fell/ The Smelly Sprout/ Little Robin/ Bonfire Night/ Rama and Sita/ Nativity	The Jolly Postman/ Goldilocks/The Three Little Pigs/ Little Red Riding Hood/ The Gruffalo/ Stickman/ Zog/ The Snail and the Whale/ Room on the Broom	The Tiny Seed/ Oliver's Vegetables/ One Plastic Bag/ Jasper's Beanstalk/ Tree/ A Stroll through the Seasons/ Kipper's Snowy Day/ The Very Hungry Caterpillar/ Handa's Surprise/ How to Grow a Dinosaur/ Titch/ We're Going on a Bear Hunt	The snail and the Whale, The Way Back Home, The Naughty Bus, The 100 Decker Bus, The Train Ride, Oi! Get off my Train! The Everywhere Bear	Alba the 100-year-old fish/ Who Swallowed Stanley/ Blue Planet David Attenborough/ Little People Big Dreams/ Sharing a Shell/A home for a Pirate/ Pirates/Seaside/ Lighthouse Keeper's Lunch/ Under the sea non-fiction/ Tiddler/ The Journey
'Wow' moments/ Enrichment weeks	Autumn walk / Nurse/ Firefighter Visit/ Harvest time/ cooking/ birthdays/ favourite songs/ Halloween / Victorian/ National Poetry Day 7th Oct/ Talent Show/ What do I want to be when I grow up?	Guy Fawkes/Bonfire Night/ Christmas Time/ Nativity/ Diwali/ Hanukkah/ Remembrance Day/ Children in Need/ Anti Bullying week/ cooking/ World Space Week	Chinese New Year/ Lent – Strove Tuesday - cooking/ Storytelling Week/ Random Acts of Kindness/ Valentine's Day/ Internet Safety Day/	Visit a farm/ picnic on the field/ planting seeds/ Easter time/ Weather experiments/ Nature scavenger hunt/ Vincent Van Gogh Study/ Mothering Sunday/ Queen's birthday/ Science Week/ Easter Egg hunt	Post a letter/food tasting – different cultures/ Map work – find the treasure/ Start of Ramadan Eid/ D-Day, Let's fly – role-play	Visit to the beach/ under the sea – singing songs and sea shanties/ fossil hunting/ Father's Day/ Healthy Eating Week/ World Environment Day/ Anniversary of the NHS/ Pirate Day/ Beach Day

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Communication and language Talk to parents about language they speak at home, try and learn a few key words to celebrate multilingualism	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for learning and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role-play, where children share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions **Daily Story Time**	**Welcome to Fox Class!** Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions/ goals/ dreams? This is me! The Colour Monster Rhyming and alliteration Familiar print Sharing facts about me – sharing our holiday scrapbooks Model talk routines through the day. For example: 'Good morning, how are you?' Language Link	**Tell me a story!** Settling in activities Develop vocabulary: Word aware Talk interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Language Link	**Tell me why!** Develop vocabulary: Word aware Talk interventions Using language well Ask's how and why questions… Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Language Link	**Explain to me!** Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Language Link	**Can you recount an event?** Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle	**Tell me about differences?** Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seaside) I can talk about the experiences I have had at different points in the school year Language Link

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self **Self-Regulation** **Link to BLP (Building Learning Power)**	**<u>Me and My Relationships</u>** All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules **BLP – Building Learning Power**	**<u>Valuing Difference</u>** I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on **BLP – Building Learning Power**	**<u>Keeping myself safe</u>** What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe **BLP – Building Learning Power**	**<u>Rights and responsibilities</u>** Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Healthy eating: Fruit kebabs/making a fruit smoothie **BLP – Building Learning Power**	**<u>Being my best</u>** Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good night's sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) **BLP – Building Learning Power**	**<u>Growing and changing</u>** **Seasons** Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Me and my body, Transition into Year 1 Year 1 readiness **BLP – Building Learning Power**

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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation), including directionality Provide extra help and guidance when needed.	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly, handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross motor Weekly Cosmic Kids Yoga Lesson	**PD: Balance** Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	**PD: Games** Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	**PD: Dance** Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	**PD: Gymnastics** Balance Core muscle strength Jumping and landing Awareness of space	**PD: Outside Games** Follow the rules of a game I can join in with a game	**PD: Athletics** Running skills Agility Sports day

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Literacy Comprehension - Developing a passion for reading Children will visit the library weekly Word Reading Children will be working in different phonic groups	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
Word Reading Children will be working in different groups for phonics Focus on consolidation of set 1 sounds and Set 2 Sounds,	**Little Wandle PHASE 2** **Whole class** I can talk about what I can see I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	**Little Wandle PHASE 2/3** **Differentiated groups** I can Link most sounds to letters I am beginning to blend and segment in order to read VC and CVC words I am beginning to match spoken word to written word (1:1 correspondence) across 2-3 lines of print I can read some Phase 2 words including some tricky words	**Little Wandle PHASE 3** **Differentiated groups** I can locate and recall the title I can read with 1:1 correspondence I can read some common irregular words I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	**Little Wandle PHASE 3/4** **Differentiated groups** I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	**Little Wandle PHASE 3/4** **Differentiated groups** I can read phase 3 words I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	**Little Wandle PHASE 3/4** **Differentiated groups** End of term assessments Transition work with Year 1 staff

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Writing Texts may change due to children's interests	**Texts as stimulus:** Harry and his Bucketful of Dinosaurs Start School/ Wembley Worried/ 10 Little Fingers and Ten Little Toes/ Owl Babies/ Pete the Cat/ The Rainbow Fish/ The Colour Monster/ Stickman/Pumpkin Soup/ Little Red Hen	**Texts as stimulus:** Guy Fawkes: Recount Little Red Hen Funnybones Stick Man The Christmas Story Christmas Week	**Texts as stimulus:** The Little Red Hen, The Three Little Pigs, Goldilocks and the Three Bears (Journey Story) sequence the story speech bubbles	**Texts as stimulus:** We're Going on a Bear Hunt – retell parts of a story/ repeated refrains/speech bubbles The Very Hungry Caterpillar – (Cumulative) Describe foods/adjectives Healthy food – My Menu/ Jack and the Beanstalk – Jasper's Beanstalk - Bean Diary	**Texts as stimulus:** Mr Grumpy's Outing (cumulative) Report about the animals falling into the water Handa's Surprise (journey story) Retell the story in own words/reverse the journey Describe each animal Write a new version	**Texts as stimulus:** Big Blue Whale (Information Text) Write facts about whales The Holiday Write a postcard / diary writing My holiday – recount
Only ask children to write sentences when they have sufficient knowledge of letter sound correspondences	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Name Labels. Writing for a purpose in role play PHASE WORDS	Name writing, labelling, story scribing. Retelling stories in Writing Area, letter writing (letter to Father Christmas) Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. PHASE WORDS	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles recount – A trip to the farm Character descriptions. Write 2 sentences	Writing recipes, lists. Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovative of familiar texts. Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write 3 sentences – B, M & E

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Maths	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." Shakuntala Devi Maths Mastery	**Term 1 NCETM Mastering Number Plans** • Match, sort and compare amounts • Compare size mass and capacity • Explore patterns • Count objects, actions and sounds • Counting 1-3, and eventually up to 10. **White Rose Maths Scheme** • Getting to Know You • Just Like Me • It's Me 123! • Light and Dark		**Term 2 NCETM Mastering Number Plans** Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. **White Rose Maths Scheme** • Alive in 5! • Growing 6,7,8 • Building 9 and 10 **TEEMUP Maths**		**Term 3 NCETM Mastering Number Plans** • Building Numbers beyond 10 • Counting patterns beyond 10 • Adding on more than 1 • Taking Away • Count to 20 and beyond • Doubling Sharing and Grouping • Even and Odd • Spatial Reasoning using Numicon, cubes and shapes. • Pattern matching **White Rose Maths Scheme** • To 20 and Beyond • First Then Now • Find My Pattern • On The Move **TEEMUP Maths**	

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Understanding of the world/ RE/ Festivals	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunities to develop their emerging moral and cultural awareness.	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways Can 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. I can show an interest in different occupations and ways of life I can draw a simple map Help to create an 'All About Me' display I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world **End of the day prayer**	Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: making bread I can recognise and describe special times or events for family or friends **End of the day prayer**	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New Year Recognising that people have different beliefs Respecting difference Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I understand the effects of changing seasons on the world around me **End of the day prayer**	Similarities and differences between countries/environments/Africa/Animals Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal **End of the day prayer**	Growth & Change: frog life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects **End of the day prayer**	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside's long ago – Magic Grandad compare and contrast past and present Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure) **End of the day prayer**

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Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition, and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds, invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Expressive Arts and Design Painting 3D modelling, messy play, collage, drama, role-play, threading, moving to music, following musical patterns with instruments, singing songs linked to topics, making instruments, percussion.	Join in with songs: Beginning to mix colours, join in with role play games and use resources available for props: build models using construction equipment. Sing call and response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs, exploring sounds and how they can be changed, tapping out rhythms. Provide opportunities to work together to develop and realise creative ideas.	Use different textures and materials to make firework pictures Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Firework pictures Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Role Play of The Nativity Music: Christmas Songs	Use different textures and materials to make houses for the Three Little Pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models The use of story maps, props, puppets and story bags will encourage children to retell, invent and adapt their stories.	Make different textures; make patterns using different colours. Children will explore ways to protect the growing of plants by designing scarecrows. Collage farm animals/ making houses. Pastel drawings, printing patterns on Easter eggs, life cycles, flowers – sun flowers. Mother's Day crafts, Easter crafts, home corner role-play Artwork themes around Eric Carle/ The Seasons-Art. Provide a wide range of props for play which encourage imagination	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it. Encourage children to create their own music. Junk modelling, houses, bridges, boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Creating outer space pictures. Provide children with a range of materials for children to construct with.	Sand pictured/Rainbow Fish collages. Lighthouse designs Paper plate jelly fish Puppet shows: provide a wide range of props for play which encourage imagination Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures Father's Day crafts

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COEL	**Characteristics of Effective Learning** Playing and Exploring – children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active Learning – children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and Thinking Critically – children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching principles	Unique Child: every child is unique and has the potential to be resilient, capable, confident and self-assured Positive Relationships: children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling Environments: children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: children develop and learn at different rates (not in different ways as it stated in 2017). We must be aware of children who need greater support than others.					