

## Our Nursery Curriculum at RCPA

We believe a high-quality education, with a strong focus on communication, enables a positive school experience for every child. We recognise that communication and language is a priority for our pupils to be successful as they constantly learn throughout their time at RCPA. It is vital for pupils to continue to be confident, engaged, motivated and independent learners and is also central to self-regulation as children use language to guide their actions and plans.

Our curriculum consists of everything we want our pupils to experience, learn and be able to do with careful consideration of 'how' a child learns. New vocabulary and knowledge underpin all seven areas of learning.

Our learning environment will provide opportunities for concept language to be developed through a language rich environment, with high-quality collaborative talk with staff and pupils. Positive relationships will enable staff to 'scaffold' pupils learning over time and help them to think, discuss and plan for their independent learning through developing their characteristics of effective learning, in particular resilience and determination.

Concepts will be taught and revisited regularly each term and progressed throughout the year. We also recognise that pupils need opportunities to develop their own play alongside independent exploration which is enjoyable and motivating.

Communication and Language		
Week	Concept	Hook back concept
1	Emotions/feelings	
2	Food (meals)	
3	Colour	
4	Size and Weight	
5	Movement	Emotions/feeling
6	Houses and Homes	Food (meals)
7	Shape	Colour
8	Clothes	Size and weight
9	Space / preposition	Movement
10	Family	Houses and Homes
11	Quantity	Shape
12	Quality	Space/ preposition
13	Celebrate	Family

Each term concepts and vocabulary will be taught and progressed. After four weeks there will be a 'hook back' concept which will be taught together e.g. shape and colour.

In the Autumn term Level 1 and 2 concepts will be taught, in the Spring term Level 2 & 3 concepts and in the Summer term Level 3 & 4 concepts will be taught. Each term vocabulary will be revisited and introduced through stories and explorative play activities. Staff will use their knowledge of individual children to teach at the appropriate level.

For example: Size and weight

Early concepts	Level 1	Level 2	Level 3	Level 4
big	heavy little	empty fat full long smallest biggest	large light short tall thin biggest fattest heaviest longest smallest	deep narrow shallow thick wide fatter heavier straight longer smaller largest lightest shortest tallest thinnest



In Nursery and Reception, staff will use a model of questioning to develop verbal reasoning skills. Using the Blank Levels of Questioning, questions are categorised into four different levels; starting with basic questions that ask for simple and concrete responses and lead up to more complex questions that require abstract answers. Using knowledge of the children, staff will pitch questions to individual children at the correct level to support their understanding of the task. Our aim is for all pupils by Year One to understand all four levels to appropriately access all activities in the curriculum.

Nursery	Level 1	Naming things
Nursery	Level 2	Describing things – Answering who? What? Where?
Reception	Level 3	Talking about stories and events
Reception	Level 4	Solving problems and answering why? questions

We will ensure that our EYFS curriculum is ambitious through a planned, careful sequence of the seven areas of learning. However, our plans will be flexible to suit the needs and interests of our pupils.

Personal, Social and Emotional Development  
(PSHE Jigsaw and Discovery RE)

Autumn 1 <b>Being Me in my world</b>	Autumn 2 <b>Celebrating Difference</b>	Spring 1 <b>Dreams and Goals</b>	Spring 2 <b>Healthy Me</b>	Summer 1 <b>Relationships</b>	Summer 2 <b>Changing Me</b>
<p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand how feeling happy and sad can be expressed.</p> <p>I can work together and consider other people's feelings.</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>am learning what being responsible means.</p>	<p>I know how it feels to be proud of something I am good at.</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>can use my words to stand up for myself.</p>	<p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I'm older.</p> <p>I can feel proud when I achieve a goal.</p>	<p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to do to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and that sleep is good for me.</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers.</p>	<p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I can work together and enjoy being with my friends.</p>	<p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to be healthy.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel moving to School from Nursery.</p> <p>I can remember some fun things about Nursery this year.</p>


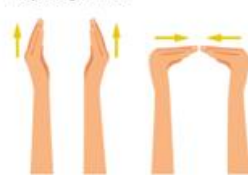


Discovery RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Physical Development: Gross Motor Skills (Get Set for PE Unit 1)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamental Skills	Gymnastics	Dance	Team Games	Ball Skills	Health and Fitness

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. (Statutory framework for the early years foundation stage – March 2021)

Physical Development: Fine Motor Skills

NC Non-statutory guidance EYFS Development Matters 2021	Letter Join End of year expectations	Teaching	Application
Use a comfortable grip with good control when holding pens and pencils. Use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name.	Can demonstrate large muscle movements e.g. jogging, lifting knees high, walking sideways, balancing on one foot, stretching up, taking long strides, hopping etc  Can demonstrate small muscle movements e.g.	(Letter Join Module 1) Pre-writing patterns e.g. Form circles, spirals, lines, diagonals, jellies, zigzags, loopies and waves  Form lower case letters correctly	Teaching sessions are tailored to the needs of the cohort and individual pupils based on observations. These sessions are designed to ensure all pupils have core stability and fine motor strength and skills needed to handwrite successfully.  Sessions could include Yoga sessions for building core strength, enhancing gross motor skills such as air-writing, patternmaking and

<p>Write some letters accurately. (see examples on pg 148 Development Matters 2020)</p>	<p><b>Fireworks</b> Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.</p>  <p><b>Take a Bow</b> Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.</p>  <p><b>Quack, Quack Fingers</b> Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.</p>  <p><b>Crawling Caterpillar</b> Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!</p> 		<p>outside-based physical activities, 'Dough Disco', 'Squiggle-while-you-Wiggle', exercises to develop fine motor skills such as mark-making on vertical surfaces, paper, whiteboards, sensory trays, light boards.</p> <p>Use different size paper, tools (inc pens, pencils, crayons, chinks etc) and three-sided pens/pencils to encourage good pencil grip for all mark making activities.</p>
---	---	--	--

### Literacy

This is developed throughout the year through high quality back and forth interactions and regular conversations, daily story times, daily discussions, assemblies, PSHE sessions, singing, speech and language interventions, SALT referrals are completed as soon as possible.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Settling in activities Making friends Children talking about experiences that are familiar to them Sharing facts about me and my family Rhyme and alliteration	Developing vocabulary and using it throughout the day Retelling a simple story Listening and responding to stories including using new vocabulary from	Talking in sentences and using new vocabulary well Describe events in increasing detail e.g. familiar/story events Listen and talk about stories to build familiarity and understanding	Use pictures/photos to talk about a story/object in detail Sustained focus when listening to a story (well-known or new) World Book Day activities e.g. what is your favourite	RWI phonics from Summer Term Listening games e.g. 'Fred Talk' games Person/animal to read to? Why? Sharing experiences Discuss events on Tapestry Story map	Read books that will extend children's vocabulary including their knowledge of the world or linked to certain topics Listening games e.g. 'Fred Talk' games

<p>How do we show we are listening to others? e.g. body language Sharing stories Learn rhymes, poems and songs Modelling talk in sentences throughout the day e.g. register, lunch choices Flashcards to support additional language Makaton Visual timetable with verbal questions</p>	<p>stories, non-fiction books, rhymes and poems Story language Following instructions Taking part in whole class/group discussions Reading competition – reading in unusual places Story sacks to develop imagination Communication aids Nursery Rhyme spoons Snack time – talking about independence Conversation starting mats</p>	<p>Develop open-ended role play areas using boxes, blankets Extending role play outside Visual aids and songs for toileting</p>	<p>book/character and why? Create a favourite book character from a wooden spoon Board games – turn taking</p>	<p>Story cards to develop imagination</p>	
<p>Autumn Term in the Nursery  Letters and Sounds Phase 1</p>	<p>Each day the Nursery children will be taught through regular planned opportunities to listen carefully and talk. There will be a focus on general sound discrimination e.g. environmental sounds, instrumental sounds and body percussion. These activities are aimed to help the children to listen attentively, enlarge their vocabulary, speak confidently and to discriminate and reproduce phonemes within a word.</p>				
<p>Spring Term in the Nursery  Letters and Sounds Phase 1</p>	<p>Each day the Nursery children will be taught through regular planned opportunities to listen carefully and talk. There will be a focus on rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. These activities are aimed to help the children to listen attentively, enlarge their vocabulary, speak confidently and to discriminate and reproduce phonemes within a word.</p>				
<p>Summer Term in the Nursery  RWI Phonics Nursery</p>	<p>Each day the Nursery children who start Reception in September will have a focus on RWI phonics. They will be taught oral blending and segmenting e.g. d-o-g makes dog as well as introduced to Set 1 letter sounds through play activities and games. We will continue to focus on listening skills and sound discrimination skills and activities including Nursery Rhymes, poems, songs and planned talk.</p>				

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. (Statutory framework for the early years foundation stage – March 2021)

We want to provide everyday experiences and routines, rhymes and games to provide excellent mathematical learning opportunities for our youngest pupils. For mathematical learning to happen anywhere with better outcomes, we feel it should be practical and as part of a play-based context wherever possible. What matters is building young children's confidence and their willingness to have a go, whether at counting, construction or shape puzzles. The strong start we make with developing a deep understanding of number will give pupils the foundational knowledge to prepare them for learning within key stage one and beyond. We aim for a balance between guided interaction with both direct teaching and child-led activities. Using a range of activities and resources within regular lessons, pupils will be able to practise and rehearse new knowledge and understanding and use it within different contexts.

We feel important mathematical learning includes:

- counting by just saying number words
- counting objects; making and comparing small numbers of things
- comparing sizes and dimensions, capacities and weights
- exploring properties of shapes by fitting them together and building models
- exploring spatially, describing where to find things and giving directions
- spotting and discussing different patterns
- finding different ways to solve problems practically



We believe very young children need plenty of time to freely explore the mathematical resources and activities on offer; to pursue their own interests and to make sense of what they see, hear and are taught. They need to do this independently as well as with other children. Adult engagement is essential to deepen their understanding and help them develop the confidence to play with and extend their ideas.

We feel that games, books and rhymes provide many valuable and meaningful contexts for young children’s mathematical learning. Picture books are particularly powerful, containing rich and varied images of quantities and patterns for children to enjoy sharing with adults and rhymes often consist of learning and repeating early number sequences alongside finger and body movements so we ensure we plan opportunities for these activities within our Maths activities.

This suggested timetable links with the order of the language led learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<p><b>Settling in activities, routines</b> etc</p> <p>With a focus on sorting , same/different etc e.g. matching the same colour, shape, size, button, shoes, towers, prints etc)</p>	<p><b>LLL Clothes</b> (Hook back to size and weight)</p>	<p><b>LLL Colour with a focus on pattern</b> (explore AB and ABC patterns using a range of objects including sound and movement)</p>	<p><b>LLL Quality including texture</b> (Hook back to family)</p>	<p><b>LLL Colour with a focus on pattern</b> (create own AB and ABC patterns using a range of objects including sound and movement)</p>	<p><b>LLL Quality including texture</b> (Hook back to family)</p>
Week 2	<p><b>LLL Food</b></p> <p><b>Pattern</b> (explore AB patterns using a range of objects including patterns in the environment)</p>	<p><b>LLL Spatial awareness / preposition</b> (Hook back to shape) (respond to and give directions e.g. on, under, in, out, in front, behind)</p>	<p><b>LLL Food</b> (Hook back to clothes)</p> <p><b>LLL Number</b> (Representing and composition of 4 and 5)</p>	<p><b>LLL Spatial awareness / preposition</b> (Hook back to shape) (match, rotate, flip, manipulate objects)</p>	<p><b>LLL Number</b> (represent, compare and composition of 6, 7, 8)</p>	<p><b>LLL Spatial awareness / preposition</b> (Hook back to shape) (describe a familiar route and make maps)</p>

Week 3	<b>LLL Colour</b>	<b>LLL Family (Hook back to quantity)</b> (sequencing pictures from daily routine, familiar story or nursery rhyme)	<b>LLL Size including measures</b> (comparing mass and capacity) Comparing groups including number e.g. more than, fewer than, 1 more, 1 less	<b>LLL Time (Hook back to quantity)</b>	<b>LLL Size including measures</b> (length and height)	<b>LLL Time (Hook back to quantity)</b>
Week 4	<b>LLL Size including measures</b> (comparing length and height)	<b>LLL Quantity (Hook back to Number)</b> (subitising, link numeral with amounts e.g. dice patterns. Represent, compare and composition of 1, 2, 3)	<b>LLL Family</b>	<b>LLL Food (Hook back to clothes)</b>	<b>LLL Family</b>	<b>LLL Food (Hook back to clothes)</b>
Week 5	<b>LLL Movement</b>	<b>(Hook back to quality)</b>	<b>LLL Shape (Hook back to colour)</b> (2D squares, rectangles, pentagons)	<b>LLL Movement (Hook back to quality)</b>	<b>LLL Shape (Hook back to colour)</b> (3D cylinders, spheres, cubes, cuboids)	<b>LLL Movement (Hook back to quality)</b>
Week 6	<b>LLL Houses and homes</b> Focus on Number (including subitising, counting and numeral matching e.g. dice patterns)	<b>LLL Quality including texture (Hook back to family)</b>  <b>LLL Celebrate</b>	<b>LLL Quantity (Hook back to Number)</b> (introducing zero, comparing numbers to 5, composition of	<b>LLL Celebrate (Hook back to space/preposition)</b>	<b>LLL Quantity (Hook back to Number)</b> (represent, compare and composition of 9, 10)	<b>LLL Celebrate (Hook back to space/preposition)</b>

		(Hook back to space/preposition)	4 and 5, ordering)			
Week 7	LLL Shape (2D circles, triangles) (Hook back to colour)		LLL Clothes (Hook back to size and weight)		LLL Clothes (Hook back to size and weight)	
Consolidation week e.g. counting, subitising, matching and sorting, pattern, ordering, composition of numbers etc						

Understanding the world					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learn about Autumn including the weather and celebrations e.g. Harvest, investigate the effects of wind.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Celebrations e.g. Divali, Bonfire Night, Remembrance Day, Christmas.</p>	<p>Learn about Winter including the weather and celebrations e.g. Chinese New Year, Mother's Day, sunny, rainy, frosty, snowy.</p> <p>Show interest in different occupations e.g. fire fighters, plumber, farmer, vet, post people, author, refuse collectors, café, supermarket etc Include learning about people from the past who have an influence on the present (challenging negative stereotypes).</p>	<p>Learn about Spring including the weather and celebrations e.g. Pancake Day, Easter.</p> <p>Plant seeds/bulbs and care for growing plants. Show and explain the concepts of growth, change and decay with natural materials e.g. observe an apple core going mouldy and brown over time.</p> <p>Understand the key features of the life cycle of a plant and an animal. Talk about differences and similarities e.g.</p>	<p>Learn about Summer including the weather and celebrations e.g. Eid, Father's Day, sunny, rainy, windy.</p> <p>Explore and talk about different forces they can feel e.g. wind, rain. Suggestions: how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but cannot bend a metal rod, magnetic attraction and repulsion etc</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos e.g. holidays. Create books to encourage asking questions.</p> <p>Talk about the differences between materials and changes they notice e.g. sink/float, investigate shadows, shining light through materials. Suggestions: cooking – combining different</p>

birds. Use first hand experiences e.g. tadpoles, chick eggs.

ingredients, and then cooling or heating (cooking) them e.g. jelly, eggs, chocolate, melting – leave ice cubes out in the sun, see what happens when you shake salt onto them

Global learning links:



Water



Waste



Transport – children will talk about how they travel to school. They will talk about their favourite transport and their experiences.  
  
Litter / Waste – we will discuss how our clothes

Global learning links:



Healthy Living



Global Citizenship



Transport – children will learn about different types of transport through nursery rhymes, such as 'The Wheels on the Bus'  
  
Healthy Living – children will learn about living a healthy lifestyle

Global learning links:



Biodiversity



Transport



School grounds – Children will work together to create a den using natural materials.  
  
Children will be involved in an outside archaeological digs.  
  
Children will be encouraged to

Global learning links:



Transport



Biodiversity



Healthy Living



School Grounds – we will use the school grounds to extend their learning for physical activities, mark making, developing gross motor and focusing on senses and seasons.

Global learning links:

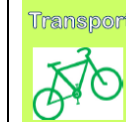


Biodiversity



School grounds – recreate different habitats  
Explore the forest area for role play  
  
Biodiversity – discuss food chains, changes in environment

Global learning links:



Biodiversity



Waste



Litter



Water



Transport – children will discuss and create their own beach








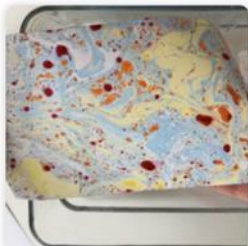

<p>and packaging can be recycled.</p> <p>Water – we will talk about healthy living and the importance of water.</p>	<p>Global Citizenship – children will learn about different cultures and traditions through celebrations, such as Diwali, Christmas, Guy Fawkes, Remembrance, Halloween.</p>	<p>create recipes in the mud kitchen</p> <p>Biodiversity – children will have lots of opportunities to learn about food, animals and habitats, focusing on key vocabulary</p>	<p>Transport – we will discuss forms of transport on a farm and their uses</p> <p>Biodiversity – children will have lots of opportunities to learn about animals and habitats, focusing on key vocabulary.</p> <p>Healthy Living – children will learn about food sources from a farm, healthy food, and how we use these in recipes.</p>		<p>transport out of recycled goods.</p> <p>Biodiversity – children will have lots of opportunities to learn about different creatures, focusing on key vocabulary.</p> <p>Litter / Waste – we will discuss the issues with plastic and how it is damaging the beaches/school grounds</p> <p>Water – we will discuss ways to stay safe in the sea</p>
---	--	---	---	--	--

Throughout the year:

- Use all their senses in hands-on exploration of natural materials and provide equipment to support these investigations e.g. Make collections of natural materials to investigate and talk about them using magnifying glasses. Suggestions: contrasting pieces of bark, different types of leaves and seeds, different types of rocks, different shells and pebbles from the beach etc.
- Link to Language led learning concept of food: humans gather food on farmlands
- Link to Language led learning concept of prepositions: Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations.
- Explore collections of materials with similar and/or different properties including cause and effect.
- Talk about what they see, using a wide vocabulary. e.g. "I wonder if..."

- Begin to make sense of their own life-story and family's history including special events from a range of cultures e.g. birthdays, weddings, holidays, days out. Spend time talking about photos and memories. Encourage children to retell what their parents have told them about their life-story and family.
- Explore how things work including simple equipment e.g. wind-up toys with turn knobs, dials, egg whisk, cogs, take photos etc.
- Begin to understand the need to respect and show care for the natural environment and all living things
- Continue developing positive attitudes about the differences between people.

Expressive Arts and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour-mixing e.g. how does blue become green?</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Create their own songs or improvise a song around one they know. Record and play back.</p>	<p>Offer opportunities to explore scale. Suggestions: long strips of wallpaper, child size boxes, different surfaces to work on e.g., paving, floor, tabletop or easel etc</p>
 <p><a href="https://www.accessart.org.uk">Finding Circles (accessart.org.uk)</a></p>  <p><a href="https://www.accessart.org.uk">Shells: Observational and Imaginative Drawing (accessart.org.uk)</a></p>  <p><a href="https://www.accessart.org.uk">Explorer's Books: Collecting Colour (accessart.org.uk)</a></p>  <p><a href="https://www.accessart.org.uk">Printing with String (accessart.org.uk)</a></p>  <p><a href="https://www.accessart.org.uk">Top Tips for Cardboard Creations (accessart.org.uk)</a></p> 		 <p><a href="https://www.accessart.org.uk">Marbled Hole Punch Sketchbook (accessart.org.uk)</a></p>			
 <p><a href="https://www.accessart.org.uk">Mark Making &amp; Sound: Part One (accessart.org.uk)</a></p>					



[Nursery Night Time Collage \(accessart.org.uk\)](http://accessart.org.uk)



[Drawing on Pebbles to Make Treasured Fossils \(accessart.org.uk\)](http://accessart.org.uk)



[Dressing Up as Fossils! \(accessart.org.uk\)](http://accessart.org.uk)



[To Colour... \(accessart.org.uk\)](http://accessart.org.uk)



[Galaxy Painting \(accessart.org.uk\)](http://accessart.org.uk)



[Insect Hotels \(accessart.org.uk\)](http://accessart.org.uk)

[How to Clay Play \(accessart.org.uk\)](http://accessart.org.uk)



[Fruit and Veg Head \(accessart.org.uk\)](http://accessart.org.uk)

Throughout the year:

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make

- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures e.g. glue, masking tape, stapler, Sellotape dispenser, paperclips, fasteners etc
- Introduce children to the work of artists from across times and cultures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.