



St James' Church of England Primary School

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Communication and Language		Reception
Listening, Attention and Understanding	Knowledge and Skills	<ul style="list-style-type: none"> • Understand the importance of listening and how to do so carefully • Explore new vocabulary and show understanding by using it correctly • Develop social phrases – manners, good morning, how are you? Etc • Ask questions to clarify understanding • Hold a sustained conversation with peers and adults, following the thread of the conversation and participating in back and forth conversation
	Vocabulary	question and questioning language (how, what, where, why, when, who), answer, retell, sentence, vocabulary, conversation, social phrases, and age-appropriate language as well as subject specific language.
	How it is covered	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> • Rich language environment • Listening and engaging in story time and non-fiction texts • Answering and asking questions in whole class reading and PSHE • Learning rhymes, poems and stories • Circle time and PSHE activities / open ended discussions and story telling (sticky Qs / Helicopter stories) • Explicit teaching of new vocabulary in whole class reading • Pre teaching topic vocabulary where needed
Speaking	Knowledge and Skills	<ul style="list-style-type: none"> • Speak in well-formed sentences • Ask questions using who, what, where, when, why and how • Use taught vocabulary when speaking • Use a growing range of conjunctions in speech to connect ideas (because, but, so) • Develop use of tenses • Describe events with growing detail • Retell familiar stories • Use talk to explain their thinking and offer explanations • Express their feelings clearly



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	Vocabulary	Retell, conjunctions, question, sentence, tense, social phrases, and age-appropriate language as well as subject specific language.
	How it is covered	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> • Rich language environment • Listening and engaging in story time and non-fiction texts • Answering and asking questions in whole class reading and PSHE • Learning rhymes, poems and stories • Circle time and PSHE activities / open ended discussions and story telling (sticky Qs / Helicopter stories) • Explicit teaching of new vocabulary in whole class reading • Pre teaching topic vocabulary where needed



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Personal, Social and Emotional Development		Reception
Self-Regulation	Knowledge and Skills	<ul style="list-style-type: none"> View themselves as a valuable individual recognising their strengths Begin to moderate their feelings in social situations and understand how their behaviour impacts on others Express their feelings and develop respect and awareness of the feeling of others Tolerate delay and show patience for a short period of time Follow instructions with more than 2 steps Give focused attention
	Vocabulary	instruction, strengths, qualities, attention, distraction, feelings and related vocabulary
	How it is covered	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> Weekly PSHE sessions - learning about ourselves and our feelings Dialogic stories Circle time Calm me time - mindfulness
Managing Self	Knowledge and Skills	<ul style="list-style-type: none"> Show growing confidence in trying new activities Show resilience when faced with a challenge Manage their own needs (washing their hands, dressing, toileting, making good food choices) Explain the reason for rules and actively try to meet them Recognise the importance of good dental hygiene. Know how to brush their teeth and for how long Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you Understand the importance of sleep Begin to recognise that there are sensible amounts of 'screen time' Know simple road safety – stop, look and listen, crossing points Know that regular exercise can help to keep you healthy



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	Vocabulary	respect, rules, perseverance, resilience, hygiene, feelings, independent, tolerance, confidence, relationships, problems, cooperative, sensitive,
	How it is covered	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> • Weekly PSHE sessions - learning about ourselves and our feelings. • Dialogic stories • Circle time • Calm me time – mindfulness • Explicitly taught self-care activities such as doing up a zip or making healthy choices. • Summer term: Road safety and dental hygiene
Building Relationships	Knowledge and Skills	<ul style="list-style-type: none"> • Build constructive and respectful relationships with adults and peers • Consider the perspectives of other people • Work and play cooperatively • Show growing sensitivity to the needs of others • Form positive attachments
	Vocabulary	Relationships, problems, cooperative, sensitive, respect, perspectives/viewpoints, friendship
	How it is covered	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> • Weekly PSHE sessions - learning about ourselves and our feelings. • Dialogic stories • Circle time • Calm me time – mindfulness • Modelling and scaffolding building positive relationships from school adults



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Physical Development		Reception
Gross Motor Skills	Knowledge and Skills	<ul style="list-style-type: none"> • Become more confident and precise in the following movements and begin to combine them: - <ul style="list-style-type: none"> Walking – travelling confidently in different directions including backwards Running – showing an understanding of how to increase speed and slow speed down Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl Jumping - showing control when landing on two feet. Beginning to swing arms to jump further Skiping – showing coordination to move with increasing speed Climbing – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall • Negotiate space and obstacles safely • Demonstrate strength, balance and coordination when playing. • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table • Throw and catch the same object • Throw balls, beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball
	Vocabulary	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination, strength + movement vocab (walk/run/jump/etc)



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	How it is covered	<p>Autumn</p> <ul style="list-style-type: none"> • Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping • Roll and stop balls • Begin to throw and catch the same object (bibs, bean bags, then balls) <p>Spring</p> <ul style="list-style-type: none"> • Demonstrate good balance when travelling under, across and over objects • Jump from equipment landing safely on two feet • Combine movements to music • Throw objects at targets with increasing accuracy <p>Summer</p> <ul style="list-style-type: none"> • Develop speed when running • Show control over a ball when using their feet. Pass a ball to a partner • Develop jumping technique to jump further
Fine Motor Skills	Knowledge and Skills	<ul style="list-style-type: none"> • Show growing competence using a range of tool safely and confidently: - ➤ Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines ➤ Cutlery – use both knife and fork simultaneously ➤ Mark making tools – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines • Develop a comfortable and effective grip to hold a pencil for writing (tripod grip in most cases) • Show increasing accuracy when forming letters • Demonstrate increasing accuracy and care when drawing to create identifiable representations



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	Vocabulary	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, clockwise/anti-clockwise, simple shapes (circle / triangle / square), diagonal, horizontal, vertical
	How it is covered	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through a fine motor station through a range of FMS activities such as... threading, cutting, pincer movements, play-dough, peg boards, puzzles</p> <ul style="list-style-type: none"> • Discrete handwriting sessions • Specifically taught skills sessions with small groups • Additional movement breaks incorporating crossing the midline, finger isolation and fine motor movements (daily)

Literacy		Reception
Comprehension	Knowledge and Skills	<ul style="list-style-type: none"> • Retell key events in familiar stories • Answer who, what, where, when and why questions about familiar stories • Identify the characters in stories – heroes, villains • Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play • Begin to make simple predictions about what might happen next in stories • Begin to sequence key events in stories



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	Vocabulary	Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction, author, illustrator, blurb
	How it is covered	<p>A wide range of high quality texts are covered throughout the year, including a different focussed text each week and additional 'reading for pleasure' texts during daily story time sessions.</p> <p>Specific comprehension questions linked to the text read are shared during daily topic story time sessions and during the reading for pleasure story times at the end of the day where appropriate. As the children develop their independent reading through the practise reading sessions, adults will also dedicate time within these sessions to comprehension related to the levelled book they are accessing.</p> <p>Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision and through additional planned activities throughout the year.</p>
Reading	Knowledge and Skills	<ul style="list-style-type: none"> • Know the sounds for individual letters • Recognise at least 10 taught digraphs and trigraphs • Blend sounds in words to read short words containing taught GPCs • Read common exception words in line with their phonic stage • Read aloud simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words



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	Vocabulary	Phonics, phoneme, grapheme, phoneme-grapheme correspondence (GPC), blend, segment, digraph, trigraph, common exception / tricky words, phrase, sentence, capital letter, full stop.
	How it is covered	Daily Little Wandle Phonics sessions in Phonics Groups. Practise of 'Tricky Words' as part of the sessions. Please refer to LW SOW. Autumn: Phase 2 Spring: Phase 3 Summer: Phase 4 Additional reading practise sessions (daily from end of Autumn 1 / start of Autumn 2) where the children apply their phonic knowledge to reading words at the level they are confident with.
Writing	Knowledge and Skills	<ul style="list-style-type: none"> • Form recognisable lower-case and capital letters, mostly correctly formed • Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters • Write short phrases and sentences that can be read by others • Begin to re-read what they have written to check that it makes sense.
	Vocabulary	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip, segment, GPC
	How it is covered	Daily writing/spelling forms part of the Little Wandle Letters and Sounds phonics sessions. In addition, when the children are ready they will have opportunities to take part in adult-led writing activities and writing opportunities during Continuous Provision. Additional mark making and writing opportunities are planned in to every day continuous provision. Handwriting is as part of the daily phonics sessions and also through discrete sessions.



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Autumn focus activities

letter formation – focus on lower case linked to the phonics SOW

Writing own name and labelling

Applying GPCs to spell simple (CVC) words record words, phrases and simple sentences

Use digraphs for spelling

Spring

Letter formation – focus on lower and upper case

Focus on holding a sentence in their head and recording it. Group composition of sentences. Dictation.

Focus on writing simple phrases by combining words (including common exception words) and leaving finger spaces between words.

Summer

Letter formation – focus on lower and upper case. Sitting letters on the line.

Focus on building and recording their own sentences.

Begin to re-read what they have written to check it makes sense.



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Mathematics		Reception
Number	Knowledge and Skills	<ul style="list-style-type: none"> • Subitise to 5 • Link numerals to their cardinal value up to 10 • Explore Have a deep understanding of number us to 10, including the composition of each number • Recall number bonds to 5 (including subtractions facts) • Recall some number Bonds to 10
	Vocabulary	Number, numeral, number sentence, more, less, same, equal / equal to, add, plus, total, altogether, take away, subtract, fewer, number bond, composition, subitise, subtraction facts
	How it is covered	<p>Autumn</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' in bigger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <p>Spring</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the number 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian Number Frame



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		<ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>Summer</p> <ul style="list-style-type: none"> • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10 frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
Numerical Patterns	Knowledge and Skills	<ul style="list-style-type: none"> • Find one more and one less than a given number within 10 • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Count objects, actions and sounds • Verbally count beyond 20, recognising the pattern of the counting system • Compare numbers • Explore Composition of Numbers to 10 • Understand the 'one more' 'one less' relationship between consecutive numbers • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.



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		<ul style="list-style-type: none"> • Compose and decompose shapes • Continue, copy and create repeating patterns • Notice and correct errors in repeating patterns • Compare length, weight and capacity • Name and explore properties of 2D and 3D shapes • To sequence events (to know the days of the week in order; to know the day before, and after, a given day)
	Vocabulary	<p>pattern, even, odd, less, more, same, equal / equal to, count, compare, double(s), half/halves, groups of, lots of, share, divide Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices</p>
	How it is covered	<p>Autumn:</p> <ul style="list-style-type: none"> • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • spot smaller numbers 'hiding' in bigger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts • To explore AB repeating patterns (continuing, copying, creating and noticing errors) • Recognise and name square, rectangle, triangle, circle. • Describe some properties of 2D shapes • Begin to select, rotate and manipulate shapes to develop special reasoning skills. • Begin to compose and decompose shapes, recognising that a shape can have other shapes within it. • Explore and compare capacity using vocabulary empty, full, half full, nearly full, nearly empty.



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Spring:

- explore the structure of the number 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian Number Frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their shape
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- Recognise and name some 3D shapes: cube, cuboid, cone, sphere, cylinder, pyramid.
- Describe some properties of 3D shape
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills (3D shape towers)
- Explore and compare weight
- To explore ABC and ABB repeating patterns (continuing, copying, creating and noticing and correcting errors).
- To sequence events within the day

Summer:

- continue to develop counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10 frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- Explore and compare length
- To sequence the days of the week



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Understanding the world		Reception
Past and Present	Knowledge and Skills	<ul style="list-style-type: none"> • Talk about the lives of the people around them, including their family and people who help us in the community, and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: e.g., how people change as they get older (human timeline), how fire engines have changed over time, how technology has changed from when their parents were children to the present day. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Vocabulary	Past, present, future, first, last, now, next, before, after, same / similar, different, change, time / timeline



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	How it is covered	<p>Autumn Explore the terms past and present by talking about our families and how we have changed / how their parents have changed from when they were children and how different things are now compared to in the recent past. Talk about human time lines: explore a simple timeline from birth to now.</p> <p>Spring Compare and contrast pictures of fire engines from the past to the present day. Discuss how and why they have changed. Discuss the passing of time (year) via the seasons.</p> <p>Summer Compare and contrast characters from stories – including figures from the past. Comment on familiar situations in the past using images- comparing seaside scenes.</p>
People, Culture and Communities	Knowledge and Skills	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Draw information from a simple map. • Understand that some places are special to members of the community • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries.
	Vocabulary	Similar, different, globe, world, country, continent, map, religion, belief, community (including naming specific jobs), celebration, family (including labelling family members), faith, Christian / Christianity, Hindu / Hinduism, Muslim / Islam, Sikh / Sikhism, Jewish / Judaism



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	How it is covered	<p>Follow the school's RE SOW</p> <p>Autumn Look at the book 'Here We Are: Notes for Living on Planet Earth' by Oliver Jeffers – use the book as a vehicle to discuss the world (map/globe), communities, similarities, differences, and change. Talk about members of their immediate family and describe them. Discuss different celebrations and the way these are celebrated by different people around the world.</p> <p>Spring Use a globe and world map when discussing the polar regions and how different it is to live there compared to England. Use positional and directional language to follow a route in PE and for Maths activities. Focus topic: People Who Help Us – looking at different roles in the community.</p> <p>Summer Use positional and directional language when programming the Bee Bots.</p>
The Natural World	Knowledge and Skills	<ul style="list-style-type: none"> • Explore the natural world around them • Use their senses to describe the natural world around them • Make observations of the world around them • Record observations in words and pictures • Recognise some environments that are different to the one we live in • Recognise some similarities and differences between life in this country and life in other countries • Understand the effect of the changing seasons on the world around them • Understand changes of states of matter (i.e., water freezing / ice melting)
	Vocabulary	<p>Similar, different, country, world, Earth, continent, North / South Pole, polar regions, hot / cold, weather, climate, snow, ice, frozen, rain, wind, sun (etc), senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, town, countryside ocean, seas, shadow, light, freeze, melt, seasons, spring, summer, autumn, winter, months of the year, observe, predict, record, test, working scientifically, scientist.</p>



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	<p>How it is covered</p>	<p>Autumn Look at the book 'Here We Are: Notes for Living on Planet Earth' by Oliver Jeffers – use the book as a vehicle to discuss the world (map/globe), animals and variation, similarities, differences, and change. Autumn nature walk using their senses, leaf rubbings etc.</p> <p>Spring Winter nature walk and winter experiments: explore melting and freezing Looking for signs of spring Explore the polar regions – compare and contrast to where we live.</p> <p>Summer Plant beans and explore how to take care of them to help them to grow as tall as can be Bug hunt – explore minibeasts and their habitats Observe the life cycle of a butterfly Conclude seasons with 'summer' – discuss and compare all four seasons. Look at seaside images – discuss the similarities and difference in locations (seaside / countryside / town)</p>
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Expressive Art and Design		<p>Reception</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.</p>
Creating With Materials	Knowledge and Skills	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creation and explain the process they have used • Make use of props and materials when role playing characters in narratives and stories. • Begin to refine techniques to express their ideas and feelings • Create collaboratively to share ideas and skills
	Vocabulary	<p>Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, construct, create, cut, snip, tear, join, glue, stick, tape, fix, combine, observe, draw, sketch, build, thread, weave, sew, clay, dough, mod-rock, etc.</p>
	How it is covered	<p>Construction and creative activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem or make a masterpiece.</p> <p>Autumn: Drawing – observational drawing and refining pencil control: self-portraits Explore colour: creating firework pictures / Elmer the Elephant and paint - Colour mixing exploration Create houses with different materials Artist study: Frank Bowling (BHM)</p> <p>Spring Mixed media – People Who Help Us puppets / pictures Drawing – guided drawings exploring curved and straight lines, shapes etc Polar Animals Drawing – observational drawing and refining pencil control: self-portraits – ‘wanted posters’ Artist Study: Kandinsky – spring trees</p> <p>Summer: Drawing – observational drawing and refining pencil control: self-portraits – final portrait (Summer 2) Clay – making mini-beasts Mixed media – making crowns and castles Artist study: Matisse ‘The Snail’ Artist study: Mondrian (linked to Maths – shapes)</p>



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Being Imaginative	Knowledge and Skills	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • Listen attentively to music and move their body to express their response • Express their feelings about dance and performance art • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in play • Compose music and dance both alone and in a group
	Vocabulary	retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo, rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds
	How it is covered	<p>During Continuous Provision, there are always opportunities to develop storylines through play in role play areas, small world areas and construction, both indoors and out. We also follow the schools SOW for Music, Charanga, so the children develop their musical skills sequentially, being introduced to playing the glockenspiel.</p> <p>Autumn Exploration of different instruments Focus on Nursery Rhymes (especially during World Nursery Rhyme Week) Prepare a Christmas performance for an audience</p> <p>Spring Role-play to recreate roles from People Who Help Us topic and related stories.</p> <p>Summer Ugly-Bug Ball Retelling / recreating traditional tales / fairy tales</p>



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