



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

EYFS long term progression in Prime and Specific areas of learning linked to each theme

Themes/ topics/ area of enquiry	Autumn 1 Ourselves and our community	Autumn 2 Celebration	Spring 1 Animal habitats	Spring 2 Growth and seasonal changes	Summer 1 Life cycles	Summer 2 Around the world
Communication and language	<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
	<p>Establishing routines in our class community. Listening and responding appropriately to others-taking turns and greeting one another.</p> <p>Talk about and listen to each other's family experiences. Describe their family and compare to other families.</p> <p>Build relationships with adults and peers. Understand and use appropriate greetings and responses to others around school (dinnertime staff greetings, interacting with our buddy.)</p> <p>Maintain attention in familiar/predictable school-based situations. Explore how to respond to instructions.</p>	<p>Build on interaction with others in a range of situations: use stem sentences to rehearse play-based interactions 'Can I play with you?' 'Would you like to play with me?'</p> <p>Use questioning to find out about celebrations in our families and other families.</p> <p>Re-telling familiar narratives and use role-play for nativity performances.</p> <p>Interact with others at a party.</p> <p>Ask and answer questions about our birthdays.</p>	<p>Comparative language using questioning and new vocabulary to explore and describe differences between habitats and environments.</p> <p>Responding to how and why questions, making predictions about what will happen when. (Linked to understanding of the world).</p> <p>Speak in full sentences using stem sentences To survive here they... Their habitat is... The (animal) lives in...</p> <p>Build in conjunctions to extend oral sentences.</p> <p>Show and tell opportunities to share new learning or to build on children's own animal habitat enquiry/ their own interests.</p>	<p>Respond to and answer questions: where, how and why?</p> <p>Make comparisons between stages of growth when describing plants.</p> <p>Speak in full sentences using stem sentences: The tallest plant is... I know it is growing because I can see... Plants need... to help them grow.</p> <p>Follow a series of instructions with multiple steps, link to sequences in gymnastics and retelling of familiar stories such as Jack and the beanstalk.</p>	<p>Use tenses (past, present and future) in conversations with peers and adults.</p> <p>Speak in full sentences using stem sentences: The first stage is... The next stage in the life cycle is... The final stage of the life cycle is...</p> <p>Talk about and explain reasons for actions.</p> <p>Use talk to connect ideas and share thinking in different contexts.</p>	<p>Review holidays that they have been on and experiences that they have had in different countries using past tense language.</p> <p>Speak in full sentences using stem sentences: When I went to... On my holiday I travelled to... When I go on holiday to...</p> <p>Use role-play activities to mimic holidays and apply transactional language. experiences as a class so that children can draw on these experiences.</p> <p>Understand and respond to what, where, who, when, why, how questions about their experiences.</p>

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Key vocabulary	Community, family, friendship, relationship, routine.	Celebration, festival, gathering, traditions special.	environment, habitat, shelter, micro-habitat, arctic, ocean, desert, woodland, trees, soil, hibernation. Melt, freeze.	Grow, plants, weather, seasons, weather, hibernation, seeding, germination.	Cycle, hatch, adult, spawn, metamorphosis, young, changing, chrysalis, mature.	Holiday, travelled, adventure, transport, destination, activity, explore, luggage.
Songs and rhymes	Time together everyone Good morning/ afternoon BSL songs Hickory dickory dock	Birthday song, Nativity songs connected to wiggly nativity. Christmas songs.	5 little speckled frogs, 5 little ducks, I have a little turtle. The ants go marching.	The tiny seed. Down at the bottom of the garden. Mary had a little lamb.	Very hungry caterpillar song adaptations. Humpty dumpty. Incy wincey spider.	Wheels on the bus Down by the station Row, row, row your boat
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Physical development	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. <p><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives¹¹. 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.</i></p>					

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	<p>This is my body and this is my space, these are my hands and this is my face song used to teach personal space and acceptable safe spaces.</p> <p>Using our outside community space safely.</p> <p>Introduction to the KS1 playground and the KS1/ EYFS climbing equipment.</p> <p>Dough disco daily morning activity.</p> <p>Large chalk for outside phonics and mark making.</p> <p>Daily drawing club input and once weekly drawing recorded.</p>	<p>Cutting celebration and festival cards. Decorations.</p> <p>Decorating Christmas trees and making paper chains for the home corner using cutting and sticking skills.</p> <p>Playdough with cutters and mark makers.</p> <p>Using a selection of paintbrushes to paint and sand mark make letter formation.</p> <p>Threading and weaving as daily morning activity.</p> <p>Daily drawing club input and once weekly drawing recorded.</p>	<p>Introduction of clipboards and pencil to draw and write while exploring outside habitats.</p> <p>Weaving around animal shapes.</p> <p>Playdough with cutters and mark makers and scissors.</p> <p>Daily handwriting on writing repeater/ letter formation.</p> <p>handwriting to include introduction to Nelson's progressive scheme.</p> <p>Daily drawing club input and at least twice weekly drawing recorded to include secret code (sentence built from dictation/ stem sentence).</p>	<p>Outside provision to include target practice as developed in PE fundamental skills session.</p> <p>Playdough with cutters and mark makers, pushing, squeezing tools added.</p> <p>Handwriting to include Nelson progressive scheme book 1a</p> <p>Daily drawing club input and at least twice weekly drawing recorded to include secret code (independent sentence).</p>	<p>Sewing and threading activities.</p> <p>Daily drawing club input and at least twice weekly drawing recorded to include secret code (independent sentence with conjunctions as appropriate and inclusion of GPC application).</p> <p>Handwriting to include Nelson progressive scheme book 1a unit 4+</p>	<p>Road safety right start training.</p> <p>Daily drawing club input and at least twice weekly drawing recorded to include secret code (independent sentence with conjunctions as appropriate and inclusion of tricky words/ GPC application).</p> <p>Handwriting to include Nelson progressive scheme book 1a unit 7+</p>
PE lessons	<p>fundamental movement skills from Lancashire Key learning:</p> <p>Travelling, throwing, catching, rolling, kicking.</p> <p>Diwali dancing to develop expressive art linked to physical movement.</p>	<p>fundamental movement skills from Lancashire Key learning:</p> <p>Developing core strength, balance upper body strength development linked to gymnastic activities to depict Jack and the Beanstalk.</p> <p>Playing games: racing, chasing, aiming, throwing.</p>	<p>fundamental movement skills from Lancashire Key learning:</p> <p>Developing core strength, balance upper body strength development linked to gymnastic activities to depict Jack and the Beanstalk.</p> <p>Playing games: racing, chasing, aiming, throwing.</p>	<p>fundamental movement skills from Lancashire Key learning:</p> <p>Being active for sustained periods of time, incorporating travelling, throwing, catching, rolling, kicking.</p> <p>Life cycle dancing responding to directional movement using shape and rotation to create short motifs.</p>		
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PSED	<p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 					

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	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p><i>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.</i></p>					
	<p>The colour monster introduction. Rules of our class and school community. Handwashing, food hygiene and looking after our body. Resolving conflict peacefully (orange chair chats) Healthy school dinner and how to use the salad/ fruit bar. Safe and healthy snack time together routines.</p>	<p>How do we celebrate our achievements: celebration assembly introduction: having the support of our peers and buddy. Celebrate and learn about each other including those different faiths. (Islamic guest visit). Celebrating friendship (Diwali friendship bracelets/ cards of thanksgiving/ sharing a party).</p>	<p>Taking responsibility for our world and the animals that inhabit it. Looking after God's creation (RE) Looking after each other: our rights and responsibilities as friends and peers together in our class and school community. Inclusion and the importance of BSL for non-verbal/ non-hearing children.</p>	<p>How have we changed since the beginning of Reception. What are our strengths and next steps? Link to parent eve. Learning about change through RE: why is Easter about love for Christians? How do we feel when things change for us? How can we manage changes?</p>	<p>Human development and life cycles. New babies and changes in the family. (HA) Managing change.</p>	<p>Zones of regulation in preparation for Year 1 Getting ready to move on (transition to Y1) Celebrating others: reflecting on the year. Saying goodbye to our Y6 friends.</p>
SCARF	Me and my relationships Introduction to SCARF: Meet Harold with Katie	Valuing differences NSPCC pants o saurus video	Rights and responsibilities	Growing and changing	Keeping myself safe	Being my best
Stay and play	Introduction to phonics- supporting our families at home to support reading.	Introduction to early mathematics: supporting our parents and carers to understand mastery number.	Stay and play theme for parents and carers on emotional regulation and co-regulation with EYFS specialist teacher (VJ) as guest speaker. Helping at home homework tasks	Easter celebrations and expressive art and design focus. Create an easter bonnet with your family and members of our school community. Celebrate and parade for Easter.	Safety workshop linked to SCARF, screen time safety and NSPCC.	Final celebration of the year and preparation for Year 1 with reflection and next steps on our strong foundations.
Buddy activity	What's in a name (explore the meaning of our names and complete all about me and my buddy activity)	School community treasure hunt.	World book day joint celebration	Easter service at church	Sports day events with buddy.	Leavers' service and leavers tribute to buddy.
Themes/ topics/ area of enquiry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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	Ourselves and our community	Celebration	Animal habitats	Growth and seasonal changes	Life cycles	Around the world
Literacy	<p>Literacy ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p><i>Literacy 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></p>					
Key texts	Marevlous me Perfectly Norman Dear Zoo The leaf thief	Little glow A letter to Father Christmas Mog's Christmas Busy Hanukkah Magical mix ups	The emperor's egg Rumble in the jungle Giraffes can't dance Owl babies	The odd Egg Where's my egg Jack and the beanstalk The Easter story Hungry hen	Errol's Graden Hungry caterpillar Tadpole's promise Mad about minibeasts	The snail and the whale Theodore's Spanish adventure.
Drawing club vocabulary	marvellous, unique unique, relationship Surprise, request Flutter,	Illumination, festival, celebration, mixture, delivery, event, potion, relations,	Habitat, species, shelter variety, kingdom, confidence, frustrated confused, nervous, swooped	Enormous, hatch, confused, Scramble, germinate, tomb, sacrifice, pounce, coop, sneak	Research, design Cocoon, metamorphosis, emerge, transform, declare, Slither, segment, antennae	Voyage, depart, destination, transport, location, nature, environment, explore.
Handwriting	Level 2 GPCS letter formation with the introduction of each new L2/ Phase 2 letter, diagram.	Level 2/3 GPCS letter formation with the introduction of each new L2/ Phase 2/3 letter, diagram.	Level 3 GPCS letter formation with the introduction of each recap of phase 3.	Nelson handwriting scheme book 1a units 1-4	Nelson handwriting scheme book 1a units 4-8	Nelson handwriting scheme book 1a units 8+
Comprehension focus	Join in with repeating patterns to show awareness of key events. Use actions to link to key events/ key vocab.	Order the events of the story using picture cues and link an action/ word and phrase to each part.	Introduce Clara clarifier, use Clara to introduce and explore DC vocab. Use the terms character, setting and adventure/ event in each DC session.	Introduce Percy Predictor use Percy to model prediction stem sentences. I think the character will... because... I predict that the adventure will take the character to...	Introduce Suzy Summariser to retell stories and events from stories in their own words.	

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Poetry	My name is by Pauline Clarke	Twinkle, twinkle Diwali light (anon)	Please by June Crebbin	Rain on the rooftops (anon) Breakfast by P H Kilby	Don't cry caterpillar by Grace Nichols	Summer days by Anne English
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Mathematics	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p><i>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.</i></p>					
Red Rose planning	Unit 1-number 1 Unit 2-Number 2 Unit 3-Number 3 Unit 4-Number 4	Unit 5-number 5 Unit 6-Number 6 Unit 7-Number 7 Unit 8-Number 8 Unit 9-Number 9 Unit 10-Number 10	Unit 11-outning and comparing Unit 12-Partitioning Unit 13-Addition and subtraction Unit 14-comparing measures Unit 15-sorting and patterning	Unit 16-shape Unit 17-addition and subtraction Unit 18-multiplication and division Unit 19-space Unit 20-time	Unit 21-counting, comparing and ordering Unit 22-Numbers to 20 Unit 23-comparing and ordering measures Unit 24-money Unit 25-shape and sorting	Unit 26-multiplication and division. Unit 27- space and pattern. Unit 28-Time Unit 29-addition and subtraction. Unit 30-numbers to 20
Key mathematical language	Count, many, more, less, subitise, 2D shape names.	Quantity, more, less, biggest, smallest, next.	Difference, group, part, whole, addition, add, subtract, take away, remove, long, short, longer, shorter, longest, shortest, repeat, pattern, next, then, sequence.	2D shapes, Group, difference, share, equal, same, position, now, next, later, after, before.	Teens, greatest, weight, capacity, length, penny, amount, cost, total.	Group, share, more, total, pattern, position, next, then, after, before, opposite, less than, subtract,

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Daily fluency focus	Subitise to 5 2D shapes	Ten frames Numicon	Comparison of groups Number bonds to 5	Odd and even numbers Number lines to 10. More and Less	Number bonds to 10 Counting beyond 20 Calendar- days. months	Recognition of numbers to 30. Counting on and back to and from 20. 3D shapes
Mathematical opportunities in provision	Comparing ourselves (ages, birthdays, heights, shoe sizes, hand sizes.) Non-standard measurements for heights and size of hands, feet. Footprint and handprint tracking. Eye colour graphs	Patterns of shape in Diwali rangoli patterns. Counting party items. Shapes in celebrations. Pumpkin patch weights, comparisons, sizes, circumferences.	Counting creatures (worms in wormery, creating data and comparing data-birds-pictograms) Stick insect comparisons of sizes, lengths. Watery worlds capacity. Data collection using pictograms Spatial awareness and arras in seed trays.	Comparing heights of plants, seedlings. Measuring Jack's beanstalk. Capacity and mass related activities with soil and seed planting. Growth charts Seed sorting	Sequential language: first, now, next, then, finally. Comparing time in time lapses. Repeating patterns Chronological order and ordinal sequence for stages in life cycles. Butterfly symmetry	Positional language linked to destinations. Shell sorting Sandcastle geometry Suitcase packing: weight Countdown calendars
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Understanding the world	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><i>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.</i></p>					
	Compare their own lives with their peers. Compare jobs in the community.	Draw on children's experiences of Light up Lancaster, firework	Compare their location with locations in stories explored from contrasting environments.	Observe seasonal changes with Spring.	To link back to seed growth, compare life cycles of plants and look at the process of	Focus on comparing our lives in this country and

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	<p>Find out about the city we live in. Create small worlds to represent our city (castle, church, shops, houses.) Compare different houses and homes based on the children's own lived experiences. Get to know our school and it's features. Create maps of our school and local community. Observations of changing seasons (signs of Autumn).</p>	<p>celebration events. (Link to fire safety and people who help us: fire fighters. Comparison of celebrations: Diwali and Christmas. Explore Hannukah and compare to other festivals and celebrations of light. Pumpkin patch. Create small world and construction based on Diwali/ bonfire night using campfire materials to enhance outside play and role-play. Observations of changing seasons (signs of winter: ice play, snowy day, freezing and melting).</p>	<p>Use opportunities in the school wood to explore the natural world around us: Spring walks, bird watching week, worm/ micro-habitat investigation. Explore a range of animal habitats (AJ Pet visit) compare the needs of different species. Begin to classify animals. Changes of states through cooking activities. (Heart toasting bread for Valentines, Valentines baking.)</p>	<p>Plant observations, flower kitchen, plant and flower prints, designs. Bean diary linked to Jack and the Beanstalk. Observations of germination and seed growth. Spring walks, spring planting (beans, sun flowers) Learn about Eid, fasting and the Islamic faith, compare to Christianity.</p>	<p>food growth through seed germination. Use children's own lived experiences to compare their lives now and in the past. Use baby pictures and family pictures of relatives to share information about the past. Compare pictures of our local environment to pictures from the past. Discuss changes.</p>	<p>life in other countries around the world. Flight and aviation: travelling abroad using the children's experiences. Explore Spain, France and Italy using Theodore's adventure stories. Real cooking experiences linked to each of the cultures. Visitors from Spain (Isaac's mum) France (Victoria) to teach us Spanish and French vocab and culture. Role play going on a summer holiday.</p>
Trips and visitors	<p>Miss Nelson's tortoise. Hamster care. Lancaster Christ Church (our school church) Our special community helpers. SCARF (Harold and Katie)</p>	<p>Innes (Godly play at Christmas) Mr Ali (helping us to understand Islamic celebrations and festivals) Firefighters visit: fire safety (Bonfire night).</p>	<p>Ashley from AJ Pets to show rainforest habitats animals. PCSO visit.</p>	<p>Christ Church Easter service</p>	<p>Lancaster Butterfly house New baby and parent of new baby</p>	<p>International visitors. Parents from other countries and cultures (Spanish/ Polish parents.) Trip to the beach- Morecambe/ Blackpool.</p>
Themes/ topics/ area of enquiry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves and our community	Celebration	Animal habitats	Growth and seasonal changes	Life cycles	Around the world
Expressive art and design	<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <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 creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <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. <p>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-</p>					

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	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.					
	Self portraits Observations of each other and building expressive art collages, paintings, loose part construction, use play dough and clay to create faces, bodies and family art.	Exploring light and celebration through role-play, construction, role play, decorations and art. Rangoli patterns.	Snakeskin investigation. Animal patterns and prints. Animal model making. Bird art collage.	Observational drawings of plants, trees and flowers. Easter bonnet and Easter craft with collage materials.	Minibeast models Butterfly symmetry Butterfly printing	Flag exploration and representation of flags through paint, collage and printing.
Celebration decorations/ cards	Birthday theme.	Christmas Hannukah (Dec 14 th) Diwali (Oct 20 th) Bonfire Night	Valentines' day Chinese New Year (17 th Feb)	Eid (March 19 th) Easter Mother's Day (March 15 th)	Ascension Day (14 th May)	Summer solstice (21 st June)
Links to artists	Samuel Fosso – photographer who uses impersonation within his self-portrait art.	Clare Allan-(contemporary printmaker know for her specific works on Bonfire night. Liz West-instillation artist who uses vibrant colour and light.	Explore the work of David Hockney (capturing the seasons unfolding).	Carsten Holler: exploring seeds through large scale installations.	Eric Carle: use of collage to depict life cycles. Maria Sibylla Merian's life cycle of a butterfly art.	Henri Matisse- Mediterranean light and North African influences.
Songs and rhymes	Time together everyone Good morning/ afternoon BSL songs Hickory dickory dock	Birthday song, Nativity songs connected to wiggly nativity. Christmas songs.	5 little speckled frogs, 5 little ducks, I have a little turtle. The ants go marching.	The tiny seed. Down at the bottom of the garden. Mary had a little lamb.	Very hungry caterpillar song adaptations. Humpty dumpty. Incy wincey spider.	The wheels on the bus The waves on the beach A-sailing we will go 5 little seashells

“For nothing will be impossible with God” **Luke 1:37**