

Curriculum Overview- Expressive Arts and Design- Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EAD-Creating with Materials	<ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces- Inventing a story. • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Using planks, crates and poles to create dens. • Create a journey stick using natural materials. 	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed- I will use a task plan to help me use powder paint. • Uses tools for a purpose- Hole punch, split pin and scissors. • Develops an understanding of how to create and use sounds intentionally <p>Building large details models using blocks and introducing small world play into these models.</p>	<ul style="list-style-type: none"> • Uses tools for a purpose • Begins to build a collection of songs and dances • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking 	<ul style="list-style-type: none"> • Uses tools for a purpose • Begins to build a collection of songs and dances • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. 	<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. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Uses a range of movements and brush strokes to paint. 	<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.
EAD- Being Imaginative and Expressive	<ul style="list-style-type: none"> • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously- The little red hen story. • Engages in imaginative play based on own ideas or first-hand or peer experiences- New home corner resources with the babies. • Plays alongside other children who are engaged in the same theme- Bakery role play. Begins to join in rhythm and rhyme songs and repeated phrases. Follows body actions during singing. Responds to rhythm and rhyme chants by an adult during transition times. 	<ul style="list-style-type: none"> • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Plays alongside other children who are engaged in the same theme • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes- Christmas play. Role play in the Police Station. Uses Makaton signing during singing. 	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth 	<ul style="list-style-type: none"> • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth 	<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. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping 	<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.
Topic Names	My community and Autumn in my local area.	People who help us and different celebrations such as birthdays, weddings	Winter and adventures in space.	The great outside and Spring begins!	We're going on a bug hunt!	Journeys to different places.

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		and religious festivals. changes in the weather.				
Celebrations and experiences	Halloween	Diwali Bonfire night Children in need Remembrance day Christmas	Valentines day Lunar new year	World book day Mothers day Pancake day Easter	Ramadhan Eid	Fathers day Sports day Transition day
Curriculum Enrichment / Trips	Shopping list to buy ingredients to make bread.	Burglar bill stealing equipment from our classroom.	Building snowmen	Design a picnic box- healthy eating and make food	Teddy bear's picnic and bug hunting in the school grounds.	Farm visit
Core story	The little red hen	Burglar Bill	Whatever next?	Oliver's vegetables	Norman the slug with the silly shell.	The Three little billy goats gruff.
Curricular Milestones Creating with materials	<u>Milestone 1</u> We will create towers using blocks and say which one has more or fewer.	<u>Milestone 2</u> I will learn to mix powder paints.	<u>Milestone 3</u> I will design and make a rocket by joining materials.	<u>Milestone 4</u> We will follow instructions and build a highchair for our home corner.	<u>Milestone 5</u> Make a bug hotel using wood and tools.	<u>Milestone 6</u> We will design and make a way for the Billy goats to get across the river.
Curricular Milestones Being Imaginative and Expressive	<u>Milestone 1</u> I will play with my friends.	<u>Milestone 2</u> I will roleplay in the Police Station.	<u>Milestone 3</u> I will design and make an alien.	<u>Milestone 4</u> We will hot seat after reading Oliver's vegetables and roleplay the story.	<u>Milestone 5</u> I will take part in the minibeast movement!	<u>Milestone 6</u> I will draw my own invented story map and retell this story to my class.
Master classes	Introduction to the areas/ What tidy looks like/ Model using role play area Bakery/ Inventing a story using small world and block play	Model using role play area Police Station. Mixing powder paint. Clearing up after we have painted. How we join materials – split pin snowmen Using a hole punch (BB mask) Inventing a story using small world and block play.	Making green Design before making Model using role play area Space station. Inventing a story using small world and block play. Begin to use more enhancements in the painting area. Using new construction equipment (upscaled provision) Designing models and following a plan	Observational drawings of daffodils Model using role play area Garden Centre. Inventing a story using small world and block play. Begin to paint using inspiration and more accurate representations – use of different sized paintbrushes Different ways of joining – gluing using pva and glue sticks	Model using role play area. Inventing a story using small world and block play. Begin to use wood work area outdoors. Butterfly life cycle and care. Joining technics to make caterpillars	Model using role play area. Inventing a story using small world and block play. Making strong and sturdy structures Working on large scale using outdoor equipment
Hooks for learning	The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.	Burglar Bill enters the classroom and steals our pens. We look at the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.	Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We	Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!	Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.	Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.

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			make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.			
Makaton language	Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing To play To read Hen	Brother Sister Mummy Daddy Fireworks Policeman Policewoman House/home Window Scissor disco Paint-l2 To think-l2 Picture-l2 Sand(2)-l2 To create/to model Water Sand To make/ to create To know I like	*All feelings- Happy, sad, worried, relax/ be patient and angry. Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever Me/ my I You More	Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple Chocolates Crisps Rabbit To grow Sandwich Banana Orange *All colours	Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots different bee Ladybird Caterpillar	Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge
Vocabulary	Role Baker Buy How much? Please/ thank you Build Construct Make Join Mix Palette Paintbrush Cut Snip	Police Office Police report Notebook Can I help you? Clues Arrest Burglar Mask Hole Holepunch Thread Split pin Card Front Back inside	Alien Rocket Space Space station Earth Moon Design Plan Copy Shades of green	Observational drawing Detail PVA glue Glue stick	Staple Tape Glue Treasury tag Split pin Move/still Symmetrical Pattern Lighter/darker shade Wood Hammer Nail	Bridge Strong Weak Sturdy Stable Wobbly Stack
Aspire and British values	Democracy- Turn taking during rhythm and rhyme songs and discussions. Respect, Accountability, Integrity – Tidying up an area and leaving it ready for the next person to use	Individual liberty- Talking about how the characters feel in the story BB. Mutual respect- Talking about Christmas, Diwali ,Bonfire night ,Children in need and Remembrance day.	Democracy and Mutual respect- sow seeds outdoors. The rule of law- What does an Astronaut do? Empathy – helping Ollie the Alien by building him a Space Ship	Democracy and Mutual respect- Water the plants in the classroom and sow seeds outdoors. Empathy- Making a flower for mother's day.	Rule of Law – caring for caterpillars Rules of Law, accountability- using tools safely	Rules of Law, accountability- using tools safely Accountability, Respect – Keeping the goats safe by building a bridge

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	Empathy - Exploring the feeling of the Little Red Hen and other characters during Role play Rules of Law, accountability- using tools safely	The Rule of Law- BB entering the classroom (see hook for learning) Rules of Law, accountability- using tools safely	Tolerance- celebrating differences – How everyone is unique, we are all different but all the same. Rules of Law, accountability- using tools safely	Rules of Law, accountability- using tools safely		
Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend. 6. Experience another language. 13. Learn a song.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live. 20. Build and play with different materials.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.
<p>Expressive Art Children will learn to sing and perform a range of songs and rhymes. In addition, to daily experiences such as transition times and opportunities offered, the children will learn songs and rhymes from 'The poetry Spine' throughout the year.</p> <p>These child-friendly songs and rhymes are vital because they support early reading and writing by children being involved with rhythm in spoken words. This is a powerful and effective tool that supports a positive, calm and non-confrontational way of communication. These rhymes are especially useful for transition times, gaining attention and nurturing children to speak in a clear, calm and polite manner.</p>						
Rhythm and Rhyme spine	Transition rhymes Nursery rhymes Number song rhymes Little red hen themed songs. Twinkle Twinkle Twinkle Twinkle Chocolate Bar Miss Poly Hot Cross Buns Going to the woods Puppy puppy Uncle john 3 tom cats Rat a tat tat Jelly on a plate Cows in the kitchen	Christmas songs Autumn songs The witch says... Criss cross Teddy bear, teddy bear Engine engine number 9 Bananas Apple tree Lemonade Cobbler cobbler	Alien songs <u>We're going on a Bear Hunt</u> by Michael Rosen <u>Little Rabbit Foo Foo</u> by Michael Rosen Mrs Armitage on Wheels by Quentin Blake Mrs Armitage to the rescue by Quentin Blake Mrs White	We grew a seed (Charanga). Ring o roses Fruit is lovely (charanga) Strawberries and cherries (Charanga) Mma will you buy me a banana (Charanga) See the bunnies sleeping	There's a tiny caterpillar. There's a worm at the bottom of the garden Incy wincy spider Burney Bee (charanga) Five Fine Bees (Charanga) Hum Hum (Charanga) The ants come marching (Charanga)	I went to visit a farm one day Old McDonald had a farm Horsey Horsey don't you stop I know an old lady Baa baa black sheep
<p>Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.</p>						
Music development via Charanga	Me! Pat-a-cake 1, 2, 3, 4, 5, Once I	My stories I'm A Little Teapot The Grand Old	Everyone! Wind The Bobbin Up	Our World Old Macdonald Incy Wincy Spider	Big bear funk Big Bear Funk Big Bear Funk	Reflect, rewind and replay Big Bear Funk

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(Finding the pulse, copy cat rhythm, high and low sounds, beats and creating your own sounds)	Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know I t Head, Shoulders, Knees And Toes	Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey		Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.						
Artist studies	Kandinsky Yayoi Kumsama - coloure of 3d art	Andy Goldsworthy – using natural autumnal materials to create a piece	George Seurat – pointalism. Create a piece of art using dots.	Guiseppe Archimboldo- Create pieces of art with inspiration of using fruit.	Henri Matisse- Use the theme of snails to create their own mosaic style thinking about shape and position Vincent Van Gogh - Sunflowers	Jackson Pollock – collaborative art
Creative Art - Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).These skills will be taught during Master classes and Task plans will be provided to the children to use independently in provision.						
Mark Making/Drawing	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Use thick pencils, colouring and felt-tips. Observational drawing – Autumn treasures	Skill: Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Begins to use colours for a purpose. observational drawing - Pumpkins	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use thin pencils, colouring pencils and felt tips. Observational drawing - Daffodils	Skill: Draw with increasing complexity and detail Observational drawing - Fruit and vegetables	Skill: Show accuracy and care in their drawing. observational drawing - Sunflowers	Skill: produce more detailed work and say what they have included. observational drawing: Favourite farm animal or transport
Colour	Knowledge Recognise and name colours.	Experience Colour in nature look at Andy Goldsberg's work	Skill/Experience Explore colours and how colours can be changed or added to our work to add detail.	Knowledge Identify shades of colours and how to make them	Skill To be able to choose a colour for a different purpose.	Experience Explore light and dark colours Splatter painting in the style of Jackson Pollock
Painting	Skill/knowledge: Mix one colour paint by following the steps for powder paint.	Experience – Explore powder paint and water colour	Skill/knowledge: Begin to develop the skill in the viscosity of colour.	Skill/knowledge: Mix paints to make new colours following instructions	Experience – explore working with paint on different surfaces and in different ways eg coloured, sized and shaped	Skill/knowledge: Splatter painting in the style of Jackson Pollock

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					paper. Explore using different sized brushes	
Printing	Skill: Printing with hands, feet and fingers. Printing with sponges and rollers, shapes.	Skill: Printing with natural objects/food e.g. leaves and pine cones. Print finger prints in the police station.	Skill: Printing with purpose to add detail to models such as on aliens or rockets. Use different tools.	Skill: Printing simple repeating patterns using vegetables or plants as inspiration.	Skill: Symmetrical printing butterflies as inspiration.	Skill: To be able to create using own ideas and explain the choices.
Textiles/Materials	Skill – follow instructions to make playdough	Skill – junk modelling with different materials	Experience - Clay	Skill – sewing using a running stitch	Skill – Collage using Matisse as inspiration	Skill – weaving using natural materials
Malleable					<p>Skill-</p> <ul style="list-style-type: none"> ◆ Use a combination of dough manipulation skills to create own models ◆ Smooths dough with hands/ fingers to shape it ◆ Rolls dough in hands to shape it ◆ Uses cutting tools to create a desired shape ◆ Uses rolling pin to roll dough/clay flat with pressure ◆ Uses tools to add details ◆ Handles tools, objects, construction and malleable materials safely and with increasing control and intention 	

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3D work	Understanding- to know what transient art is Skills – to use simple joins when using materials to make 3d work eg cellotape, masking tape, glue sticks Make an Autumnal journey stick	Skills / knowledge – Natural art in the style of Andy Goldsworthy	Skill – following a design plan to make a 3d rocket	Experience – make a 3d flower as a gift for Mother’s day	Skill – to use a range of different joining technics to make moving and non-moving joints	Skill – to be able to select tools and techniques needed to assemble and join materials for a specific reason.
Cutting skills	Cutting skills- using one handed tools and equipment	Cutting skills – using scissors to cut on a straight line	Cutting skills – using scissors to cut on a curved line	Cutting skills – using scissors to cut on a shape	Cutting skills – using scissors independently with increasing control and for a purpose.	Cutting skills – using for a particular purpose when combining different media and materials
Wood work	Skills/ knowledge – to name tools and how to use safely	Skills- to hammer a nail into a piece of wood	Skill- to join 2 pieces of wood using a nail, selecting the correct sized nail	Skill – to use a hand drill to make holes in wood	Skill – to use sand paper to smooth and shape a piece of wood	Experience- to create a 3d model using the skills they have learnt over the year.
Being imaginative	To take part in simple, pretend play based on familiar experiences. Use available resources to create props or creates imaginary ones to support play Develops a storyline through small world or role play		Retell parts of familiar stories through the use of puppets, toys, masks or small world Create more complex narratives in their pretend play, building on the contributions of their peers.		Invent, adapt, and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Using combinations of art forms, eg moving and singing, making and dramatic play, drawing and talking, constructing and mapping	
Task Plan examples	Mixing powder paint	Making a snowman using Split pins.	Designing and making a rocket,	Using a hand drill to make a hole	Make a moving caterpillar	Using woodworking tools
Jigsaw coverage	<u>Being Me In MY World</u> Wk 1 Help others to feel welcome WK 2 Try to make our school community a better place Wk3 Think about everyone’s right to learn Wk 4 Care about other people’s feelings Wk 5 Work well with others WK 6 Choose to follow the Learning Charter	<u>Celebrating differences.</u> Wk 1 What am I good at? WK 2 I'm Special, I'm me! Wk3 Families Wk 4 Houses and homes Wk 5 Making friends WK 6 Standing up for yourself!	<u>Dreams and Goals.</u> Wk 1 Challenge WK 2 Never give up! Wk3 Setting a goal Wk 4 obstacles and support Wk 5 Flight to the future WK 6 Footprint awards. Wk7- What makes a good helper?	<u>Healthy me!</u> Wk 1 Everybody’s body WK 2 We like to move it, move it Wk3 Food glorious food Wk 4 Sweet dreams Wk 5 Keeping clean WK Stranger Danger	<u>Relationships</u> My family and me Make friends make friend never ever break friends part 1 and 2. Falling out and bullying part 1 and 2 Being the best friends we can be.	<u>Changing me</u> My Body Respecting my body Growing up Fun and fears part 1 and 2. Celebration
Literacy	Week 2- Inference on the story/Predict the ending/Read the full story/Marvellous me! For Reception Week3- Story map/Innovated story map/ Community helpers for Reception Shared write shopping list. Week 4- All about Autumn/Read instruction on how to make bread/ <i>Lost and found</i> for Reception/Giants! For Reception/ <i>Helping bear Mixed with Who’s who.</i>	Week 1- Holiday recount Inference on the front cover. Diwali Bonfire night Week 2- Predict the ending Read the ending. Role on the wall Day and night Week3- Hot seating Story map Innovate the story Invent a story Week 4- Oral hygiene list	Week 1- Holiday recount Inference on whatever next Week 2- Predict the ending Read the ending Role on the wall Hot seating Week3- Story map Story ordering Innovate the story map Space facts Week 4- Invent a story Space facts	Week 1- Holiday recount Inference of The Enormous Turnip Predict the ending Read the ending Week 2 Story map What am I? Fruits/beg Hot seating Role on the wall Week 3 Innovating Write a list of healthy foods Plant cress Inventing		

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	<p>Week 5- Invented story map/Write a letter to the penguin/ Helping bear/Friendship tree</p> <p>Week 6- Families for Reception/Woodland walk for Reception/Leaf man/who lives in the woods?</p> <p>Week 7- Wild ones for Reception/Harvest time for Reception/</p> <p>Week 8- Leaf man/making autumn playdough/who lives in the woods/making leaf man books</p>	<p>Write a list of things Burglar Bill stole/letter.</p> <p>Police officer information</p> <p>Hibernating animals</p> <p>Week 5- The nativity story</p> <p>Owls research</p> <p>Visit to the dentist oral hygiene</p> <p>Wanted poster</p> <p>Week 6- Oral hygiene- healthy eating</p> <p>Write a Christmas card</p> <p>Burglar Bill- Write a list of stolen goods.</p> <p>Week 7- The season of winter. Celebrations. Seasonal celebrations.</p>	<p>Space facts</p> <p>Space facts</p> <p>Week 5- Bear facts</p> <p>Chinese new year</p> <p>Betsie journey</p> <p>Writing a postcard to betsie</p> <p>Week 6- Space labels</p> <p>Write a list of things to take to space</p> <p>Different types of transport</p> <p>Hot air balloons</p> <p>Week 7- valentines day</p> <p>Train journeys</p> <p>Lost and found</p> <p>Passports at the ready</p>	<p>Week 4</p> <p>Where to carrots grow?</p> <p>Spring</p> <p>Mothers Day</p> <p>Plant a seed</p> <p>Week 5</p> <p>What am I? Plants</p> <p>Describe a plant</p> <p>All about rabbits</p> <p>Week 6</p> <p>Easter</p> <p>How to make a jam sandwich</p> <p>Labelling vegetables</p> <p>Colourful semantics The Enormous turnip.</p>		
Sustain and Shared thinking	<p>We promote a language rich through good quality interactions.</p> <p>Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>	<p>We promote a language rich through good quality interactions.</p>
The Reception Year provides the foundation for many skills the children will build upon in Year one.	<p>Focus: Drawing Outcome: To experiment with drawing materials and explore emotions with art. Focus: Printing Outcome: Explore the work of Henri Rousseau and his jungle paintings, before creating a simple print. Focus: Painting (including colour theory) Outcome: To understand what the world was like without paintbrushes and create modern day cave painting. Textiles Puppets Food Food groups Cutting & Peeling Smoothies Design & Make Structures / Buildings</p>					

STATUTORY EDUCATIONAL PROGRAMME: 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