

The Foundation Stage at Northowram Primary School is a family working together to develop confident, happy, independent, respectful and resilient learners.

We value the uniqueness of each child and we strive to ensure high levels of engagement and wellbeing are achieved as they learn through play.

We believe that play is the key tool for learning as it is essential for children's development and confidence building, as they learn to explore, problem solve and relate to others. Children learn by leading their own play, and by taking part in activities which are guided by adults.







We recognise that active and creative play supports physical, emotional and social development, strengthens concentration and enables self-regulation. It encourages children to become inventive, curious and adaptive learners.

The environment allows children to build meaningful and successful relationships with peers and adults through social interaction. Children are fully immersed in all of the opportunities to explore, think creatively and play imaginatively.

We encourage our children to become robust and respectful learners who can thrive and flourish in different environments. The experiences they have in our Foundation Stage will be a pocket of learning to dip into for the rest of their lives.

In our school, we live positively and work happily together to make children 'learning ready' and life-ready'.

Theme	Autumn A			Autumn B	Spring A	Spring B	Summer A	Summer B
	Settling in	All About Me!	AUTUMN & NOCTURNAL ANIMALS; Seasons/ Autumn	Journeys  Christmas	Winter & Polar Regions  Dinosaurs	Animals and their Babies	Growing and Changing	Heroes and Adventurers  Pirates and the Seaside
				<p>Traditional tales (involving journeys, one per week):</p> <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Little Red Riding Hood</li> <li>The Gingerbread Man</li> <li>The Three Billy Goats Gruff</li> </ul>				
	My family, where I live, how I have changed since I was a baby. Body parts and faces..		Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth	What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction. Ernest Shackleton (polar explorer)	Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth.	Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow. Minibeasts.	Valentina Tereshkova (Russian Cosmonaut) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner) People who help us in our community.	
<b>Communication and Language</b>	<p>Listen to others one on one or in small groups, e.g. to share photos of children as babies. Join in with repeating refrains (Dear Zoo) and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area.</p> <p>Respond to simple instructions, e.g. put your coat on. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Retell simple past events in correct order e.g. things that happened in the school day, or events from a story.</p> <p>Enjoy listening to longer stories.</p> <p>Use longer sentences of four to six words.</p>	<p>Know many rhymes, be able to talk about familiar books. Enjoy listening to longer stories and can remember much of what happens (retelling Dear Zoo).</p> <p>Use a wider range of vocabulary.</p>	<p>Use a wider range of vocabulary. Use longer sentences of four to six words (describing journeys). Enjoys listening to longer stories and can remember much of what has happened.</p> <p>Use talk to organise themselves and their play (organise roles in role play of traditional tales). Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc.</p> <p>Describe a journey that we have made.</p> <p>Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books.</p> <p>Ask questions using what, where, when and why to find out more about journeys.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived a long time ago, their names and features etc.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago.</p> <p>Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because...</p> <p>Understand "why" questions (e.g. why do you think the water turned into ice, the ice melted, etc?).</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p>	<p>Understands 'why' questions (explain the life cycle of a butterfly). Start a conversation with an adult or friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Describe a pretend object in play based situations: e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle).</p> <p>Question to understand why things happen e.g. who, what, when, how.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences, e.g. I think... because...</p>	<p>Understand 'how' and 'why' questions, relating them to growing and changing, e.g. planting seeds and talking about how they will grow and why we need to water them.</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water.</p> <p>Use newly acquired vocabulary to name and describe, and in conversations.</p> <p>Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well because the soil was too dry.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story (retell The Tiger Who Came to Tea).</p>	<p>Use talk to organise themselves and their play (People Who Help Us role play and Pirates role play).</p> <p>Use a wider range of vocabulary (linked to global geography). Enjoy listening to longer stories and can remember much of them (retell Whatever Next).</p> <p>Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest</p> <p>Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order: their school day, or a special event.</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently.</p>	

Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Settling in All about me AUTUMN & NOCTURAL ANIMALS; Seasons/ Autumn	Journeys  Christmas	Winter & Polar Regions  Dinosaurs	Animals & their Babies	Growing & Changing	Heroes & Adventurers  Pirates and the Seaside
<b>Literacy:</b>		Traditional tales (involving journeys, one per week): <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Little Red Riding Hood</li> <li>The Gingerbread Man</li> <li>The Three Billy Goats Gruff</li> </ul> 				
<b>• Reading</b>	Retell stories using puppets, small world animals and characters (e.g. Dear Zoo animals). Talk about the different parts of a book and showing respect/care for books. Understands that print has meaning. Understand page sequencing (e.g. turning pages of a book in sequence).	Retell stories using puppets, props, drawings and own imagination e.g. Nativity characters and crib scene, dinosaurs and machinery to retell Diggersaurs, etc. Engage in extended conversations about stories learning new vocabulary. Understand that we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.	Use newly acquired vocabulary, e.g. dinosaur names and descriptive language e.g. stomp, roar, scales, horns, plates, to discuss dinosaurs. Understand that we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.	Retell the story of Dora's Eggs and answer "why" questions about the story. Engage in extended conversations about stories learning new vocabulary.	Role play the story of the hungry caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next.	Role play the story of Whatever Next using props from the story. Read non-fiction texts about People Who Help Us and talk about the different parts of the books (cover, blurb, contents, glossary), etc.  Some children will now be beginning to read CVC words.
<b>• Writing</b>	Establish a dominant hand for writing. Teach children comfortable and secure pencil grip. Writing in play opportunities include "office area" in home corner.	Establish a dominant hand for writing. Teach children comfortable/secure pencil grip. Begin learning to write our own names. Writing in play opportunities include nursery post office.	Practice writing our names, using correct letter formation. Continue with more complex patterns (e.g. zigzag, waves). Writing in play opportunities include our nursery grocery shop.	Practice writing our names, using correct letter formation. Writing in play opportunities include our nursery veterinary surgery.	Learn accurate letter formation, supported by rhymes from RWI phonics scheme. Writing in play opportunities include our nursery garden centre.	Learn accurate letter formation, supported by rhymes from RWI phonics scheme. Writing in play opportunities include making and writing pirate treasure maps.
<b>• Phonics</b>	Provide opportunities for mark making and emergent writing: fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray.	Provide opportunities for mark making: stamps in playdough, painting with water onto walls, outdoor chalks, clipboards and pens, etc.	Provide opportunities for mark making: stamps in playdough, painting with water onto walls, outdoor chalks, clipboards and pens, etc.	Provide opportunities for children to practice the letter formation taught through RWI phonics.	Provide opportunities for children to practice the letter formation taught through RWI phonics.	Provide opportunities for children to practice the letter formation taught through RWI phonics.
Teaching Sessions in summer term follow RWI scheme.	General sound discrimination (environmental sounds, e.g. animal sounds).	General sound discrimination (environmental sounds, e.g. transport sounds).  Body percussion.	<b>Rhyming focus: children learn to spot and suggest rhymes.</b>	Alliteration focus: children learn to identify the initial sounds in words and identify pairs of words that share the same initial sound. Begin oral blending.	Commence Read, Write, Inc scheme of phonics teaching: children learn the 26 single letter/sound correspondences. Practice oral blending.	Continue Read, Write, Inc scheme of phonics teaching: children learn the 26 single letter/sound correspondences. Read simple CVC words.

Developing a passion for reading ; Children change their library books on a once/twice weekly basis (self-chosen).

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<b>Mathematics</b>	Mathematical development for younger children grows through their play and exploration, active engagement, creative and critical thinking, serve and return interactions with adults, their embodied experiences and, essentially, their schematic patterns of thinking, such as interest in trajectories (horizontal and vertical straight lines) and transporting (moving things from one place to another), where they gradually come to understand concepts of length, distance, spatial awareness, speed, motion, direction, time, pattern, order, angles, sequencing and weight (Chilvers 2021).					
	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Select shapes appropriately, flat surfaces for a building, a triangular prism for a roof, etc. Discuss routes and locations. Describe a familiar route (discuss the local area, look at images of local area (inc. aerial) and describe locations, explore the school grounds).</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Extend and create ABAB patterns (e.g. stick, leaf, stick, leaf).</p> <p>Talk about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper using formal language like pointy, spotty, blobs, etc (Dear Zoo animal patterns).</p>	<p>Links numerals and amounts (e.g. showing the right number of objects to match the numeral up to 5 - i.e. owls in story). Experiment with their own symbols and marks as well as numerals.</p> <p>Reciting numbers past 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Experiment with their own symbols and marks as well as numerals.</p> <p>Combine shapes to make new ones, e.g. arch, bigger triangle, etc (2D shape vehicle pictures).</p>	<p>Understands position through words alone, for example, the bag is under the table (with no pointing).</p> <p>Discuss routes and locations using words like "in front of" and "behind".</p> <p>Develop fast recognition of up to three objects, without having to count them individually (e.g. subitising).</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, weight and capacity.</p>	<p>Make comparisons relating to size, length, weight and capacity. Begin to describe a sequence of events (real or fictional) using words such as 'first', 'then' (in describing life cycle of a frog, chick or butterfly).</p> <p>Make comparisons between objects relating to size, weight and capacity.</p> <p>Says one number for each item in order 1-5.</p> <p>Describe a familiar route (Easter egg hunt).</p> <p>Combine shapes to make new ones, e.g. arch, bigger triangle, etc.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round).</p>	<p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>Talk about and identify the patterns around them.</p> <p>Link numerals and amounts.</p> <p>Solve real world mathematical problems using numbers up to 5.</p> <p>Select shapes appropriately: flat surfaces for a building, triangular prism for a roof, etc.</p>	<p>Experiments with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language 'more than' and 'less than'.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Solve real world mathematical problems with numbers up to 5 (ten little pirates).</p> <p>Talk about and identifies patterns around them using informal language (e.g. spotty, blobs, etc).</p>
	<p>Work on all number statements on a weekly basis, either in carpet sessions, group work or with individuals in play:</p> <ul style="list-style-type: none"> <li>• using number names in play,</li> <li>• sing and participate in number rhymes</li> <li>• recite numbers past 5</li> <li>• matching number to quantity (reading numbers 1-5).</li> <li>• Say one number for each item in order: 1,2,3,4,5 (1:1 correspondence counting).</li> <li>• Show 'finger numbers' up to 5.</li> </ul>					

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<b>Understanding the World</b> Detailed plan available	<b>Past and Present (History)</b>					
	<p>To know how we have grown and changed since we were born; to know how families grow and change over time.</p> <p>Developing sense of chronology; before I was born, before I came to nursery, when I go to school.</p>	<p>Introduce a time line and the notion of "the past". To know that a people used horses and carts for travel; to know that trains were powered by steam in the past.</p> <p>Listen to the story of the nativity and recognise the birth of Jesus as an actual event from the past. Discuss travel on a donkey and camels as methods of transport in the past.</p>	<p>To learn about the story of Ernest Shackleton and his expeditions to the south pole; to learn how and why his ship became stuck and the dangers that were faced by the crew. To compare ships from the past and present.</p> <p>To learn that the past is everything that has already happened and that dinosaurs lived millions of years ago (add to time line); know that Stegosaurus and T-Rex lived around 80 million years apart); to know what a palaeontologist is and the work that they do; to understand the role of fossils in understanding life of earth millions of years ago; to know that pterosaurs were flying reptiles and plesiosaurs lived in the water; to know that we can learn about dinosaurs from books, TV, the internet, etc.</p>	<p>Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.</p>	<p>Our past; How have we changed since we were born? What could we do then and what can we do now?</p>	<p>Know that astronauts have explored space and Valentina Tereshkova was the first woman in space (add to class time line);</p> <p>Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.</p>
	<b>People, Culture and Communities (Geography)</b>					
<p>To know the area in which we live and be able to recognise some local places; to describe routes and locations of familiar places; to describe the area in which we live.</p> <p>To become familiar with the school grounds (take a walk around the school grounds and create a class map of the school grounds).</p> <p>Maps help us to find out where we need to go. We can plan routes on a map.</p>	<p>To know that there are many different types of journeys and the different types of transport we might use. To identify the different types of transport required for different environments, e.g. journeys across water, mountains, deserts, etc. To locate the north and south pole on a globe and recognise these as very cold environments.</p> <p>To know the area in which we live and be able to recognise some local places; to describe routes and locations of familiar places; to describe the area in which we live.</p>	<p>To locate the north and south pole on a globe and recognise these as very cold environments.</p> <p>Dinosaur bones have been found all around the world. In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England).</p>	<p>Animals in England; farm animals, woodland animals, wild animals. Learn that different animals live in different habitats, compare and contrast. Wild animals that live in other countries around the world and locate some of these places on a map, for example: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic</p>	<p>Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Why don't they grow here?</p>	<p>Know that Mount Everest is the world's highest mountain and that it is very difficult to climb (locate the Himalayas on world map).</p> <p>Know the story of Malala Yousafzai and understand that in some places around the world, not all children can go to school. Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream. Know that there are local heroes: people who help us in our school and wider community (teachers, nurses, doctors, firefighters, police).</p>	

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<b>Understanding the World</b> Detailed plan available	<b>The Natural World (Science)</b>					
	<p>To know that our bodies have many different parts; to know that all faces look different and make comparisons.</p> <p>To know that there are four seasons in a year. Focus on the season of autumn: leaves changing colour and falling from trees, animals begin to prepare for colder weather and hibernation, changes in weather and temperature.</p>	<p>To compare our local area to a very cold environment (the north and south pole). To understand why travel in these areas is very difficult (snow and ice).</p>	<p>To identify animals that live in the Arctic and Antarctica; to understand how and why some polar animals are endangered; to recognise how and why polar travel is difficult (extreme temperatures).</p> <p>Explore changes in ice and water; experiment with freezing and melting (in natural environment, when possible).</p> <p>To know what a palaeontologist is and the work that they do; to understand the role of fossils in understanding life of earth millions of years ago; to know that pterosaurs were flying reptiles and plesiosaurs lived in the water; to know what is meant by 'carnivore' and 'herbivore' and identify these types of dinosaurs by looking at their teeth.</p>	<p>All animals have babies, some look like their parents, but some do not. Recognise and use animals names e.g. cow/calf, chicken/chick. Know that many animals live on farms and that many animals are born in the spring time. Know that many different animals live in woodland and how/why we should protect woodland areas. Know that many different wild animals live across the world and understand that many animals are endangered.</p> <p>To identify the features of spring (changes in the trees, weather and temperature, spring flowers, different clothing, etc).</p>	<p>Compare different spring flowering plants; know that plants need water and light to grow and that different seeds grow into different plants (seed-plant matching activity); grow plants in nursery and observe plants growing e.g. sunflowers, cress, beans. Talk about how the plants change as they grow.</p> <p>Know that animals grow and change; learn about the life cycle of a butterfly and a frog; observe the process of metamorphosis with the caterpillars in nursery.</p> <p>Know that we can grow food to eat and farmers harvest crops for us to eat. Explore and taste different vegetables.</p> <p>Know that we grow and change over time and that we can do many different things when we are adults.</p>	<p>Compare the coast to our local area: how is the habitat different to our local area? What animals might you see at the seaside?</p>

<p><b>Personal, Social and Emotional Development</b></p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Be increasingly independent in meeting their own care needs (e.g. using the toilet, washing and drying their hands thoroughly). Develop their sense of responsibility and membership of a community.</p>	<p>Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (relate this to how the owl babies may feel). Shows more confidence in new social situations. Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community (Christmas performance).</p>	<p>Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.  Find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spiderman and suggesting other ideas. Understand gradually how others might be feeling.</p>	<p>Understand gradually how others might be feeling.  Make healthy choices about food, drink, activity and tooth brushing.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Make healthy choices about food, drink and tooth brushing.  Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>Develop their sense of responsibility and membership of a community.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'  Know that we sometimes need to be brave (link to story Malala's Pencil and link to transition into reception).</p>
<p><b>Physical Development</b></p>	<p>Discrete PE lessons timetabled in addition to free flow use of outdoor area. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p><b>• Gross Motor</b></p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks (e.g. three little pigs' houses). Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (Christmas performance - dances).</p>	<p>Start taking part in some group activities, which they make up for themselves, or in teams. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Uses one-handed tools and equipment. Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel.  Continue to develop their movement (balancing, riding and ball skills).</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves or in teams (sports day). Increasingly be able to use and remember sequences of movement, which are related to music and rhythm.</p>

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<b>• Fine Motor</b>  <small>Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Be increasingly independent as they get dressed and undressed (for example, putting coats on and doing up zips) - wellies/shoes, hats, gloves. Use one-handed tools and equipment, for example, making snips in paper with scissors (e.g. making Christmas cards, calendars, crackers).	Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.	Uses one-handed tools and equipment. Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel.	Uses one-handed tools and equipment. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. Using a knife and other utensils to make a fruit salad.	Uses one-handed tools and equipment. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.
<b>Expressive Arts and Design</b>  <b>• Creating with materials</b>	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Making models for learning window.	Join different materials and explore different textures (make Diwali clay divas and Christmas cards).	Develop their own ideas and then decide which materials to use to express them (winter/polar landscape collages and dinosaur models for learning window).	Join different materials and explore different textures (Easter cards and Mother's Day cards).	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures (minibeast models for learning window).	Explore different materials freely, in order to develop their ideas about how to use them and what to make (pirate treasure chests).
<b>• Being imaginative and expressive</b>	Explore colour and colour-mixing (autumn leaves).  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park, or a zoo.	Use drawing to represent ideas like movement or loud noises (firework pictures).	Create closed shapes with continuous lines and begin to use these to represent objects (drawing snowmen). Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing (winter colours). Begin to develop complex stories using small world equipment (dinosaur parks and landscapes).	Draw with increasing complexity and detail (mini beast drawings and paintings of spring flowers).  Explore colour and colour-mixing (butterfly symmetry paintings).	Take part in simple pretend play using an object to represent something else, even though they are not similar (Jack and the Beanstalk role play).  Explore colour and colour mixing (vegetable printing).	Show different emotions in their drawing and paintings, like happiness, sadness, fear, etc (local hero pictures).
<b>MUSIC FOCUS:</b>	Environmental sounds - see phonics (Listen with increased attention to sounds)	Christmas performance songs (Remember and sing entire songs, pitch match, melodic shape)	Make own instruments (shakers) (Play instruments with increasing control and express feelings and ideas through music).	Singing the melodic shape and pitch-matching.	Creating and improvising own songs.	Adventure music (Expressing feeling and ideas through music).



Festivals and Celebrations	Harvest Festival Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali Advent + Christmas	Chinese New Year St Valentine's Day Shrove Tuesday	Mother's Day Easter	May Day	Father's Day
	Include Eid (and Ramadan) when it arises.					
Trips & Visitors			Visit to local library (linked to World Book Week)		Visit from Northowram Bugs (animal handler).	Visits from local community heroes (police, health care workers, etc, as available).
Special events	Parent welcome meeting	Children in Need Carol concert/nativity Remembrance day	Parent stay and play sessions  World Book week	Phonics parent's session		Sports Day  Presentation of end-of-year certificates.