FS2	Autumn		Spring		Summer		Impact (Expectations for children by the end of Foundation Stage)
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost		**Expressive Arts and Design (EAD) Early Learning Goals:** **Creating with Materials** • 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. **Being Imaginative and Expressive** • 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.
Trips, Experiences, Festivals	Scholastic Book Fair Visit to Theale Library	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip	
Expressive Arts and Design (EAD)	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Art Cycle 1 - Discover how children have played and entertained themselves over the last century. Examine the materials used in the production of a range of toys. Design, invent and make toys. Cycle 2 – Investigate primary and secondary colours. Explore the texture of natural forms found around the local environment during Autumn. Experiment with mark making. DT Cycle 1 – Textiles – design and make a puppet. Cycle 2 – Textiles - How are warm clothes made? Investigate weaving and felting. Design a warm outfit.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Art Cycle 1 – Enjoy finding out more about events taking place around the world during this term. We will create work inspired by celebrations including Chinese New Year, the Rio Carnival, Holi and St David's Day. Cycle 2 – Observe seasonal changes in the seasons and investigate how artists and illustrators capture the weather, nature and migration. Use a range of media to create pictures, sculptures and textiles inspired by spring DT Cycle 1 – Mechanical systems – moving parts – paper windmill/concertina's. Cycle 2 – Spring is in the Air. DT -Structures– Design, make and evaluate a nest – Architects – Herzog and Pierre de Meuron.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Art Cycle 1 – Examine famous explorers over history and consider what they experienced. Set sail in our lessons to discover new worlds. Recreate moments of history and document them using a range of media and technology Cycle 2 – Explore the seaside and the plants and creatures that exist in this habitat. Explore the texture and shape of seaside forms. DT Cycle 1 – Mechanisms – Design and make a robot. Cycle 2 – Mechanical systems – sliders – Design and make a moving aquarium with sliding fish.	
	Return to and build on their previous learning, refining ideas and developing their ability to represent them.		Return to and build on their previous learning, refining ideas and developing their ability to represent them.		Return to and build on their previous learning, refining ideas and developing their ability to represent them.		
	Create collaboratively, sharing ideas, resources and skills		Create collaboratively, sharing ideas, resources and skills		Create collaboratively, sharing ideas, resources and skills		

	Listen attentively, move to and talk about music, expressing their feelings and responses.	Music Cycle 1 – pictures and sounds: graphic scores. Cycle 2 – Carnival of the Animals and The Nutcracker (classical music). Drama Personal communication: to understand the importance of eye contact with others. Speaking: to know the importance of projection and clarity when speaking. Awareness of space: while cooperating with peers, understand the significance of working safely and confidently within their own space. Posture: to understand how posture affects breath control when speaking. Dance Spatial awareness within a group: to know the importance of working within a circle and diagonally. Self-awareness: to know how to make a specific shape with your body. To begin to experience simple dance techniques	Listen attentively, move to and talk about music, expressing their feelings and responses.	Music Cycle 1 – Music of Japan Cycle 2 – Music for celebrations Drama Performance skill and mime: to understand that spoken language is not used during mime. Introduction of the concept of illusion: to use imagination and concept of illusion to tell a story. Physicality: to know that the form your body takes can communicate a character to the audience. Dance Bounces and jumps: to understand how bending the knees (plie) impacts on the height of the jump and the safety of the landing. Posture: to know what good posture is i.e. Puppet Master. Musicality: to know how to use music rhythms to cue movement.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Music Cycle 1 – Keyboards Cycle 2 – Introduction to Rhythmic Notation and Nursery Rhymes Drama Performance: to know the simple conventions of a circus consisting of a variety of acts e.g. clowns, knife throwers, jugglers, elephants. Storytelling: to understand that a story can be told and developed through mime and the use of dialogue in isolation or combination. Audience: to know how to actively listen, watch and respond to a performance. Soundscape: to know that a soundscape can be created using vocal, body and instrumental sounds. Dance Balancing: to be able to create and hold a body position without moving. Galloping: to learn and perform basic dance movement vocabulary. Isolation: to begin to understand how to move one/some body parts while the rest of the body stays still.	
	Watch and talk about dance and performance art, expressing their feelings and responses.		Watch and talk about dance and performance art, expressing their feelings and responses.		Watch and talk about dance and performance art, expressing their feelings and responses.		
	Sing in a group or on their own, increasingly matching the pitch and following the melody.		Sing in a group or on their own, increasingly matching the pitch and following the melody.		Sing in a group or on their own, increasingly matching the pitch and following the melody.		
	Develop storylines in their pretend play.		Develop storylines in their pretend play.		Develop storylines in their pretend play.		