

FS1	Autumn		Spring		Summer	
Collective Worship	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost	
Events Trips Experiences Festivals	Scholastic Book Fair Harvest Festival	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Sports Day Summer Fair
Communication and Language (C&L)	<p>Introduction of listening expectations including strategies to support children to transition from one task to another (wiggly fingers). Children are introduced to the routines of the nursery and understand the flow of the day. This then supports them to follow simple instructions in other contexts. Children are supported to respond to instructions appropriately. Children are supported to listen and respond confidently in front of their peers during register time. Children will be encouraged to verbally respond to their name being called. Less confident children are given the option to respond to their name by using non-verbal communication e.g. waving, thumbs up. Children are given daily opportunities to listen to high quality stories as a class or in a small group. Children are given opportunities to recall/retell key events. Children are encouraged to use positive language phrases e.g. good morning, please, thank you, goodbye. Adults model these to other adults and children throughout the session.</p> <p>Children develop their confidence with questions to build their knowledge and understanding, with a focus on who, what and where questions. Children are supported to respond to these questions using their own existing knowledge. Questioning is primarily based on questions about experiences within the nursery.</p> <p>New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. sunflower farmers, nature detectives, Harvest, bonfire night. Stories are carefully chosen to develop children's vocabulary. Songs and rhymes are integral to the daily routine of the nursery to encourage children to expand their existing vocabulary. Children are encouraged to join in with a wide range of songs and rhymes and share their own favourites from home.</p> <p>Children's conversations with their peers are supported and encouraged by an adult to enable the children to develop more complex spoken language. Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure. Children's spoken contributions about themselves and their interests are valued and encouraged by adults. This takes place during circle time, story time and on a 1:1 basis. Children are supported to use longer sentences of 4-6 words or more depending on their level of spoken language.</p>		<p>Children know the familiar routines of the nursery. They are able to cope with changes to routine because they understand the existing structure and can join in by following instructions. Children are able to understand and follow two step instructions using actions or visuals where necessary e.g. pointing. They are given time to process this information. Children are supported to listen and respond appropriately in class discussions, including story time and other whole class inputs. Appropriate contributions by children are valued and encouraged. Children have the opportunity to speak in smaller groups to build their confidence further. Children are given daily opportunities to listen to high quality stories as a class or in a small group. Children are given opportunities to recall/retell key events and add detail. They are encouraged to retell longer stories with more complexity. Children are expected to use positive language phrases e.g. good morning, please, thank you, goodbye. Adults model these to other adults and children throughout the session. Children are supported to use talk to organise their play e.g. "let's go to space, you can drive the rocket."</p> <p>Children's questioning skills are developed and extended with a focus on why and how questions. Children ask and answer questions related to things which happen outside the setting. Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.</p> <p>New vocabulary, including scientific words and phrases, is introduced to children is linked to events and experiences e.g. planets and space, Easter, springtime including growth. Stories are carefully chosen to develop children's vocabulary.</p> <p>Children have a bank of favourite rhymes that they can share independently with adults and their peers. Children have the opportunity to informally perform their rhymes to older children and other members of the school community.</p> <p>Children's conversations with their peers are supported and encouraged by an adult to enable the children to develop more complex spoken language. Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure. Children's spoken contributions about themselves and their interests are valued and encouraged by adults. Children also have lots of opportunities to talk about adult chosen topics. This takes place during circle time, story time and on a 1:1 basis.</p>		<p>Children are able to listen in a range of contexts, including whole class inputs and where appropriate assembly. Children are able to understand and follow two step instructions using actions or visuals where necessary e.g. pointing. They are given time to process this information. Children respond appropriately to questions and comments in class discussion including story time and other whole class inputs. Appropriate contributions by children are valued and encouraged. Children have the opportunity to speak in smaller groups to build their confidence further. Children are given daily opportunities to listen to high quality stories as a class or in a small group. Children are given opportunities to recall/retell key events and add detail. They are encouraged to retell longer stories with more complexity. Children are expected to use positive language phrases e.g. good morning, please, thank you, goodbye. They are able to speak to less familiar adults including visitors to the school using this language. Within a familiar setting, children use these familiar phrases spontaneously. Children are able to use talk to organise their play e.g. "I want to pour the water with this jug, would you like to use the ladle?" Children are supported to express a point of view or opinion e.g. "I don't want to use the ladle, can I use that saucepan please?" Where children disagree, adults support them to express their point of view using words.</p> <p>Children are given planned opportunities to ask and answer how and why questions. Children are given opportunities to think about abstract ideas e.g. "how do you think she is feeling?" Adults model and support children to use tenses correctly e.g. ran instead of "runned." Adults model correct grammar and tenses.</p> <p>New vocabulary, including scientific words and phrases, is introduced to children is linked to children's own interests, enabling them to teach their peers new vocabulary with the support of an adult. Stories are carefully chosen to develop children's vocabulary.</p> <p>Children have a bank of favourite rhymes that they can share independently with adults and their peers. Children have the opportunity to informally perform their rhymes to older children and other members of the school community.</p> <p>Children's conversations with their peers are supported and encouraged by an adult to enable the children to develop more complex spoken language. Adults model and build on what children are saying to introduce new vocabulary and more complex sentence structure. Children's spoken contributions about themselves and their interests are valued and encouraged by adults. This will lead to planned learning opportunities for their peers based on these interests. Children also have</p>	

			lots of opportunities to talk about adult chosen topics. This takes place during circle time, story time and on a 1:1 basis.
Personal, Social and Emotional Development (PSED)	<p>Settling into new setting. Separating from familiar adult. Understanding boundaries and routines. Following one step instructions. Positive interactions with other children and adults. Making choices whether to play alone, alongside others or in a group. Begin to communicate feelings.</p> <p>Bonfire night: big focus on how to be safe around fire (supervised!) and behave appropriately. Introduction to food hygiene under close supervision by an adult.</p> <p>Opportunities to experience performing in front of families at Harvest and Christmas services.</p>	<p>Developing confidence to be in nursery and around the wider school/local area. Developing strategies for when things are challenging. Beginning to take turns and share without adult support. Follow routines and keep to boundaries. Following one step instructions. Noticing the effect of your actions on others. Developing awareness of being part of a whole school community through going to assembly. Play with one or more other children, extending and elaborating play ideas. Understand language around emotions e.g. happy, sad, angry, worried.</p> <p>Opportunities to develop performance skills at Easter service.</p>	<p>Show confidence when in new social situations. Have a range of strategies to solve problems (supported by an adult). Develop friendships with other children. Follow rules and understand why they are important. Use language around emotions e.g. happy, sad, angry, worried. Understand how others might be feeling. Usually be able to take others' feelings into account and adapt behaviour accordingly. Adapt well to changes in routine and environment, particularly transition to FS2 at Theale or a new school.</p> <p>Opportunities to demonstrate physical skills and self confidence at sports day.</p>
Physical Development (PD)	<p>Put on and take off coats, gloves, hats, scarves, wellies with adult guidance and support where necessary. Move in a variety of ways, e.g. crawling, running, walking, climbing. Adults to model how to be safe during physical activity. Focus on using scooters, trikes and bikes with control. Introduction to throwing and catching using bean bags, quoits and scarves. Encourage early hand-eye coordination.</p> <p>Opportunities to manipulate small objects using hands and small tools i.e. small construction, tweezers, threading, lacing. Using and exploring natural materials e.g. sand, leaves, soil to create different effects. Dough gym to support hand strength as well as other opportunities to use playdough. Using shallow sand trays to provide opportunities for mark making, including shapes and pre-writing movements e.g. lines, circles, crosses and initial sounds. Lots of opportunities to use different mark making tools including pencils to support children's hand strength, coordination and pincer grip.</p> <p>Sensory experiences provided to meet children's needs e.g. taste – opportunities to try new foods within a safe environment, touch – different textures, smell – nature walks, hot chocolate and marshmallows around the campfire. Ongoing throughout the year.</p>	<p>Build independence when getting dressed and undressed. Adapt physical movements appropriately to different tasks and settings. Develop an understanding of safety and risk during physical activity. Hop, skip and jump with increasing confidence and purpose. Developing throwing and catching skills using bean bags, quoits and scarves. Introduction of large balls for rolling, throwing, catching and bouncing (individually).</p> <p>Opportunities to manipulate small objects using hands and small tools i.e. small construction, tweezers, threading, lacing. Opportunities to use jigsaws to support hand-eye coordination. Using shallow sand trays to provide opportunities for mark making, including initial sounds and own name. Dough gym to support hand strength as well as other opportunities to use playdough. Lots of opportunities to use different mark making tools for a purpose including pencils to support children's hand strength, coordination and pincer grip. Emphasis on modelling and supporting children to use tripod grip when using tools for writing and drawing.</p>	<p>Put on and take off coats, hats, shoes, socks independently (support with zips if needed). Become more confident, competent, creative and adaptive movers in a range of ways. Consolidate an understanding of safety and risk during physical activity. Develop throwing and catching skills with a partner with a variety of equipment.</p> <p>Opportunities to manipulate small objects using hands and small tools i.e. small construction, tweezers, threading, lacing. Encourage children to select appropriate tools for the activity. Give children opportunities to solve problems or tasks using appropriate small tools. Dough gym to support hand strength – children given opportunity to lead sessions. Lots of opportunities to mark make in the outdoor environment using natural materials, chalk, squeeze bottles with water to support children's hand strength, coordination and pincer grip. Support children to correctly form letters, from large movements using the whole arm down to mark making tools on paper. Continue to model and support tripod grip.</p>
Literacy	<p>Goldilocks and the Three Bears Little Red Hen The Tiny Seed The Nativity</p> <p>Phonological awareness: focus on environmental sounds, instrumental sound and body percussion. Sound detectives, different instruments and exploring the sounds they make, using natural resources to make "instruments" e.g. drums, shakers. Exploring different ways our bodies can make sounds e.g. clapping, stamping, singing, shouting, whispering.</p>	<p>Jack and the Beanstalk The Enormous Turnip Whatever Next Look Up!</p> <p>Phonological awareness: focus on rhythm, rhyme and alliteration. Games e.g. alien soup, rhyming strings, making up own versions of songs and rhymes. Instructions e.g. "If your name starts with M, get your coat." Role play activities are planned to enable children to explore creating alliterative phrases i.e. marvellous Mercury, stupendous Saturn.</p>	<p>We're Going on a Bear Hunt Oliver's Vegetables Texts selected by children with guidance and support from their teachers.</p> <p>Phonological awareness: hearing initial sounds, oral blending and segmenting. Blending and segmenting skills are embedded into a range of activities throughout the provision. Modelling and questioning to support blending e.g. can you get me a c-u-p? I need a p-e-n now.</p>

	<p>Letter names and sounds are introduced regularly to children in taught sessions and following their interests. Children are supported to find their name and picture (pictures on tray and peg labels match to support recognition). Name writing modelled on all children's work by adults and children are encouraged to have a go as well.</p> <p>Modelling how to use print during class stories, e.g. opening the book, pointing to the words, reading the title. Making a distinction between pictures and words.</p> <p>When revisiting familiar stories, children are encouraged to follow the words and join in with/substitute words at the end of sentences and with refrains.</p> <p>Stories are used to support children's learning experiences e.g. making porridge for Goldilocks, using oats to create a picnic to share with parents.</p> <p>Small world props available to support children's story language and introduce retelling skills.</p> <p>Lots of songs and rhymes introduced following whole school scheme – this gives children the opportunity to share learning with children in older year groups including siblings.</p> <p>Explicit vocabulary taught to build children's bank of words they are familiar with.</p> <p>Vocabulary taught through stories and experiences e.g. harvest, children in need, bonfire night, Christmas.</p> <p>Singing is used as a key tool to encourage understanding of rhyme, rhythm and extend vocabulary in all areas of learning.</p> <p>Children are encouraged to make marks and supported to ascribe meaning to them.</p>	<p>Letter names and sounds are introduced regularly to children in taught sessions and following their interests. Children are encouraged to have a go at correct letter formation in mark making activities.</p> <p>Name recognition and writing are a focus. Children are encouraged to write their name on their work, supported by adults.</p> <p>Modelling how to use print during class stories, e.g. opening the book, pointing to the words, reading the title. Modelling careful turning of pages.</p> <p>Small group story times allow children to turn pages at the appropriate time.</p> <p>Building on children's vocabulary through stories and experiences.</p> <p>Role play activities give children opportunities to use new challenging vocabulary in different contexts.</p> <p>Children are encouraged to retell familiar stories, alongside an adult during story times or independently in play.</p> <p>Small world props available to develop children's story language and build on retelling skills.</p> <p>Lots of songs and rhymes introduced following whole school scheme – planned opportunities for nursery to perform their songs and rhymes to older children and to be an audience for older children's performances.</p> <p>Explicit vocabulary taught to build children's bank of words they are familiar with.</p> <p>Singing is used as a key tool to encourage understanding of rhyme, rhythm and extend vocabulary in all areas of learning.</p> <p>Children are encouraged to make marks including writing their name and having a go at some letter shapes.</p>	<p>Games where children use segmenting skills e.g. robot games, build a word game using mystery box. What's in the box today? I have got a... cat. Who can Fred talk cat?</p> <p>Children encouraged to write their name independently, using a name card to support them.</p> <p>Letter names and sounds are introduced regularly to children in taught sessions and following their interests.</p> <p>Modelling how to use print in class story times and small groups, modelling left to right and top to bottom of the page. Encourage children to identify the title, author's name and blurb.</p> <p>Building on children's vocabulary through stories and experiences.</p> <p>Role play activities give children opportunities to use new challenging vocabulary in different contexts. Using the children's choice of text, adults plan to introduce new and challenging vocabulary linked to the themes and topics.</p> <p>Children are encouraged to retell familiar stories and create their own using small world props to support.</p> <p>Lots of songs and rhymes introduced following whole school scheme – planned opportunities for nursery to perform their songs and rhymes to older children and to be an audience for older children's performances.</p> <p>Explicit vocabulary taught to build children's bank of words they are familiar with.</p> <p>Singing is used as a key tool to encourage understanding of rhyme, rhythm and extend vocabulary in all areas of learning.</p> <p>Children are supported to use some of their print and letter knowledge in their writing. E.g. creating a fact file about a new topic and using initial sounds to label with modelling and support from an adult. Adults use their knowledge of the children to provide appropriate support and challenge.</p> <p>Children are supported to form letters correctly where possible.</p>
<p>Numeracy</p>	<p>Join in number rhymes.</p> <p>Recognise some numerals of personal significance.</p> <p>Show an interest in numerals in the environment.</p> <p>Recite numbers up to 5.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>1:1 correspondence (say one number for each item in order) up to 3.</p> <p>Know that the last number reached when counting tells you how many there are (cardinal rule) up to 3.</p> <p>Look at numbers up to 3 in different representations (numicon, 1,2 and 3 frames, dice, fingers, triangles, outside area).</p> <p>Make comparisons between objects relating to size and weight.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Calendar maths linked to new year.</p> <p>Fast recognition of up to 3 objects without having to count them (subitising).</p> <p>Finger numbers up to 3.</p> <p>Link numerals and amounts and show the right number of objects to match the numeral (up to 3).</p> <p>Compare quantities using language: 'more than', 'fewer than' (up to 3).</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - link to PSED (hygiene).</p> <p>1:1 correspondence (say one number for each item in order) up to 5.</p> <p>Know that the last number reached when counting tells you how many there are (cardinal rule) up to 5.</p> <p>Look at numbers up to 5 in different representations (numicon, 1,2 and 3 frames, dice, fingers, triangles, outside area).</p> <p>Understand position using appropriate vocabulary (in, on, over, under, up, down, next to, behind, on top, in front).</p> <p>Describe a familiar route.</p> <p>Make comparisons between objects relating to size, height and length</p>	<p>Finger numbers up to 5.</p> <p>Link numerals and amounts and show the right number of objects to match the numeral (up to 5).</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. (environment and adult modelling focus).</p> <p>Compare quantities using language: 'more than', 'fewer than' (up to and past 5).</p> <p>Make comparisons between objects relating to size and capacity - link to growing.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Recite numbers past 5.</p> <p>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'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Consolidate all/any number aspects that need revisiting.</p> <p>Begin to use the language of addition and subtraction within play (more, less, subtract, add, take away, altogether, how many left? equal to, left over).</p> <p>Sing Nursery rhymes relating to addition and subtraction.</p> <p>Challenge: begin to look at number bonds to 5 through play</p>

<p>Understanding of the World (UoW)</p>	<p>Notice and discuss similarities and differences between people we know. Create family booklets to share with class. Parents can choose to share family photos to be displayed in the classroom. Children share what they know about their family and own life story. Explore the environment using all senses. Sensory experiences are planned for. Explore natural materials within the school environment, e.g. bark, pinecones, pebbles, shells. September focus on materials from the coast. Create seaside environments e.g. rockpools, beach area. Harvesting sunflower seeds – introduction to key features of plant life cycles. Harvest festival – developing understanding of being part of a school/church community. Following trails and making maps with adult guidance. Materials and change</p> <ul style="list-style-type: none"> • Goldilocks: porridge and flapjacks – notice how different processes affect the same material. • Harvest Festival: making bread rolls • Bonfire night: making a bonfire – noting irreversible change. Fireworks • Children in Need: preparing for picnic (baking cakes, making sandwiches – discuss how some foods do not need to be cooked and others do). <p>Children in Need: thinking about different personal circumstances.</p>	<p>Discussion of Christmas holiday experiences – making thank you posters. New Year discussion of calendar, changes of season. Exploration of how weather affects environment and materials e.g. frost, snow, ice. Using vocabulary such as freezing, melting, cold, hard, liquid, solid, change, temperature. Introduce idea of different countries around the world linked to space exploration. Discussion – what earth has that other planets do not have which we need to survive. Introduce occupations such as astronaut, link to children’s knowledge and discuss different jobs/roles they know about. Focus on forces linked to space theme e.g. stretching, snapping, magnetic, push, pull Using vocabulary linked to space exploration such as rocket, engine, star, moon, planet, solar system, Introduction to planting and growing – planting beans, sunflower seeds. Life cycle of a chicken. Baby animals and baby humans: encourage discussion of different appearances, skin colour and hair type. Discussion of different types of families. Shrove Tuesday: making pancakes. Easter: Easter service, Easter eggs.</p>	<p>Growing and planting focus Prepare and create vegetable garden, planting a variety of seeds and edible plants. Children to have responsibility for ensuring plants grow, successfully understanding the need for light, water and food. Observing growth and decay over time. Experiencing different flavours and textures when eating e.g. lettuce, spinach, carrots. Insect fact finding, investigating habitats, comparing and contrasting different types of insects. Using magnifying glasses – how do they change what we can see? Farm visit: animal life cycle, how animals are cared for. Understand the need to respect and care for animals. Occupations: farmer Australia: learning about climate, animals, history, art Map making. Change over time focus: how have we changed over the year and celebrate achievements and progress in knowledge and skills.</p>
<p>Expressive Arts and Design (EAD)</p>	<p>Children will have regular opportunities to sing familiar nursery rhymes in small groups and in the class group, linked with the whole school Culture Connoisseurs programme. Sing and dance to new class songs such as the ‘Fun day Friday Dance’. Use familiar songs to build new versions encouraging personal preferences and creativity. e.g. Row, row the boat, The wheels on the bus, Once I caught a fish alive. Use pitch match to consolidate learning of pitch and tone of these new songs Include actions songs to link with other areas of the curriculum. i.e When talking about families and ‘myself’ singing Heads, shoulders, knees and toes. Learn and perform songs for whole school celebrations, including Harvest and Christmas. Use a range of instruments to support beginning awareness of rhythm. Children are given the freedom to experiment with the sounds they can create with instruments and also natural objects found within the indoor and outdoor setting. Opportunities are provided to enable them to perform and share their ideas. Use body parts to create sounds, particularly using hands for clapping and feet for stamping. Use role play opportunities to encourage talk and exploration about families and homes. Home corner to be used as initial role play environment with familiar objects; plates, cups, playfood, bed, etc. Adults to play alongside the children and encourage those reluctant to participate to join in.</p>	<p>Children are given the opportunity to lead singing previously learnt nursery rhymes and songs. They are encouraged to practice new songs/rhymes at home that they can teach their peers. This is communicated to parents so that they can support their child in this. Children attend whole school assemblies and are encouraged to join in with whole school singing. This is revisited when in the class setting to consolidate learning. They are encouraged to share their responses to the music shared throughout the school as part of the Culture Connoisseurs programme. Children are encouraged to experiment with the volume of their singing; using a quiet singing voice and a loud singing voice but not shouting. During role play opportunities children who are singing are encouraged to share this with others. Movements to accompany known songs and rhymes are modelled by adults. Children are then encouraged to devise their own movements and teach these to their peers. .i.e. Zoom, zoom, zoom we’re going to the moon; 5 little men in a flying saucer Adults model how instruments, body sounds and natural objects can be used to create sounds that represent ideas and feelings Practise, learn and perform song with actions for the Easter Service. ‘Home corner’ is developed to match themes being explored. Space station Giants castle Resources are provided to initiate focussed play, ie control panels, space rocks. But children are encouraged to add their own ideas and props to extend play opportunities. Small world toys are used by children to create ‘worlds’ of their own choice, these may be linked with stories experienced at home or in school.</p>	<p>Children practice and perform their own versions of songs which are recorded and played back to the class. This will enable the children, with support from an adult, to review and improve their music. Build knowledge and performance of range of whole school songs. Opportunities are provided to experience songs and dances from a variety of cultures and genres. Children are aware of the sounds that some instruments generate and can select the appropriate one to create the sound they intend to make. They begin to understand that instruments, body sounds and natural objects can be used to represent specific feelings and ideas. Children are given opportunities to design and use their own versions of role play corner. Resources are sourced and created by children with adult support. Small world toys are used by children to create ‘worlds’ of their own choice, these may be linked with learning opportunities experienced at home or in school, particularly linked with the theme of growth. Adults value these experiences by encouraging the whole class to stop and with support question their peers about the world they have created. ‘What is it? Who lives there? What happens there?’ Why did you build that ? What else could you add ? Children have opportunities with support to replicate and enhance these worlds. Children use construction cooperatively; duplo, lego etc to create specific environments, buildings, vehicles.</p>

	<p>Small world toys; cars, trains, dolls, animals all available for children to explore and create own stories. Small world toys provided to link with familiar and taught stories; Goldilocks, The little red hen, the Nativity etc. Children use these toys to retell but then extend and develop the story, with adult support and modelling. Small world toys are used by adults to model positive resolution of conflict. This will be done in a small group alongside child led play. Substitute a range of materials to enhance interaction, play and communication. i.e use pine cones, pebbles, rice for pouring and stacking.</p> <p>Children will have a range of mark making resources available to self select from to create 'pictures' of their own choosing. Adults will model drawings with key features while valuing childrens own attempts. Duplo, sticklebricks, wooden blocks will all be used to create models of own choosing. Adults will play alongside children valuing their creations and modelling ways of extending them. Daily opportunities are created to explore colour with resources indoors and in the outside area. Chalks are used outside to create 'spiders' after observing them in their natural setting. Bonfire night and fireworks will be used as stimuli to create pictures and patterns to represent sound.</p>	<ul style="list-style-type: none"> • planets • imaginary worlds from stories, castles, beanstalk, • farm <p>Adults value these experiences by encouraging the whole class to stop and with support question their peers about their world. 'What is it? Who lives there? What happens there?' Children have opportunities with support to replicate and enhance these worlds. Adults model use of construction; duplo, lego etc to create specific environments, buildings, vehicles. Children use pine cones, pebbles, rice for pouring and stacking. They are encouraged to source and suggest a range of materials that will create similar and contrasting effects. Adults model and support children in creating images of themselves, using enclosed circles and purposeful lines. These skills will be specifically taught as well as incidentally alongside children's own choice of activity Using the whole school Culture Connoisseurs programme children will be introduced to the work of artists from across times and cultures. Adults will help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line. Recyclable materials are used to create resources to support play. Adults demonstrate ways of joining and shaping. i.e using masking tape and scissors with thin card and tubes to create telescope/binoculars for space explorers.</p>	<p>Children source and suggest a range of materials that will create a range of effects. A particular focus is the use of the outdoor environment to create shelters, bases and homes.</p> <p>Children independently select mark making resources for specific purposes identified by themselves. Use the outdoor environment to experiment with colour mixing, building experience to develop knowledge of combinations of colour. 'this red is too dark , I can make it lighter to match this flower by adding white ' Children will be given opportunities to develop their knowledge and predict the effects achieved. Draw accurate pictures of flowers, plants, insects. Adults help to add key features and discuss size and shape.</p> <p>When drawing pictures of themselves or others children will begin to represent different emotions in their work.</p>
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