



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

EARLY YEARS FOUNDATION STAGE LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Let's Celebrate	Once upon a time	People who help us	Growing	Going Places
Themes	All about me Healthy Me Friendship Well-being Senses	Toys – old and new Bonfire night Fireworks Hannukka Diwali Favourite toys Toys through the ages Christmas	Traditional tales Nursery Rhymes	Heroes in our community Emergency services Shops	Life cycles Planting Garden centre	Transport Holidays Maps
Key Texts	Elmer Titch Super duper you! You choose All kinds of people How do you feel? Oliver's fruit salad I know how my cells make me grow (NF) My family Peepo	Kipper's toy box The toys party Where's my teddy Old bear History of toys (NF) Lost in the toy museum Toys Galore Toys in Space The magical toy box Christmas books – The Jolly Christmas Postman The very hungry caterpillar and Father Christmas	Three little pigs Goldilocks and the three bears Little red riding hood Gingerbread man Three Billy Goats gruff You choose fairy tales The Princess and the Shoe Mother Goose Nursery Rhymes Humpty Dumpty Little Bo Peep Baa Baa black sheep London Bridge is falling down Jack and Jill went up the hill	Firefighters Police Nurses Doctors Ambulance Topsy and Tim – people who help us Mog and the vet Going to the dentist Doctorsaurus You can't call an elephant in an emergency	Jack and the Beanstalk Mad about Minibeasts Jasper's beanstalk A tiny seed Oliver's vegetables Talk about growing Kid's first Gardening The Enormous Turnip	Whatever Next! The hundred decker bus The runaway train Lost and found Planes, trains and more Zoom rocket, zoom Mr Grumpy's motor car We're going on a bear hunt Treasure hunt The train ride Show me the way to Spain Lola's Fandango



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

Visits/visitors	Parents Stay and Play session	Parents Stay and Play session	Parents Stay and Play session	Parents Stay and Play session	Parents Stay and Play session	Parents Stay and Play session
	Visit from Health Visitor to talk about oral hygiene		Invite guests in to read stories to the children (parents, library, KS2 children)	Invite parents to talk about their job eg nurse, shop worker, postman, RNLI etc Visit from Firefighters	Trip to a farm	Visit to the Church/Mosque
Vocabulary	TIER 1 WORDS Body & Senses: head, eyes, ears, nose, mouth, hands, feet, hair, skin, smell, see, hear, touch, taste Feelings: happy, sad, angry, scared, excited, tired Actions: run, jump, walk, sit, stand, eat, drink, sleep Family: mum, dad, baby, brother, sister, friend TIER 2 WORDS Describing People: unique, similar, different, healthy, strong, gentle Feelings & Behaviour: confident, worried, calm,	TIER 1 WORDS General Celebrations: party, family, friends, food, lights, music, dance, gifts Diwali: lamp, light, diya, rangoli, sweets, family, colour Christmas: tree, star, present, card, snow, candle, Santa, bells Bonfire Night: fire, sparkler, bang, sky, night, warm, coat TIER 2 WORDS General Celebrations: tradition, festival, celebration, gather, decorate, joyful Diwali: festival of light, celebrate, good vs evil, Lakshmi, blessings, patterns, fireworks Christmas: nativity, festive, joyful, giving,	Tier 1 Characters: king, queen, prince, princess, giant, witch, fairy, wolf Objects: castle, crown, wand, bed, basket, forest, house, door Actions: run, hide, climb, help, cook, sleep, shout, open Describing Words: big, small, tall, short, good, bad, hungry, scared Tier 2 Traits: wicked, brave, clever, gentle, fierce, mysterious Actions: escape, transform, whisper, discover, rescue, creep, tiptoe, vanish Story Language: once upon a time, suddenly, meanwhile, deep in the forest, magical, enchanted, dangerous, frightened,	Tier 1 Jobs: doctor, nurse, dentist, firefighter, police officer, teacher, vet, postman/postwoman, builder, lollipop person Places: hospital, school, fire station, police station, dentist's surgery, vet clinic Actions: help, fix, check, clean, drive, carry, look, listen Objects: uniform, badge, hose, ladder, stethoscope, bandage, helmet, letter Tier 2 Describing People: brave, caring, helpful, responsible, patient, calm Actions: rescue, protect, examine, investigate, deliver, respond, support Concepts: emergency, safety, community,	Tier 1 Plants/Nature: seed, soil, sun, water, plant, leaf, flower, tree, root Actions: grow, water, dig, plant, pick, look, wait Describing Words: big, small, tall, short, green, brown Life Cycle: baby, child, adult, egg, caterpillar, butterfly Tier 2 Describing Growth: tiny, enormous, delicate, healthy, strong, fragile Processes: sprout, germinate, develop, transform, change, emerge Concepts: life cycle, environment, nutrients, sunlight, stages, growth Story/Science Language: over time, little by little,	Tier 1 Transport: car, bus, train, bike, boat, plane, scooter, taxi Places: home, school, park, shop, station, airport, road, bridge Actions: go, stop, walk, run, ride, drive, fly, wait Describing Words: fast, slow, near, far, busy, quiet Tier 2 Travel Words: journey, vehicle, passenger, driver, route, destination Actions: travel, explore, navigate, steer, depart, arrive Describing Words: crowded, peaceful, distant, adventurous, winding, bumpy Concepts: map, direction, left/right, north/south/east/west,



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

	thoughtful, kind, responsible Concept Words: senses, emotions, choices, routine, belonging, community	carols, celebration, tradition Bonfire Night: bonfire, fireworks, explode, sparkle, crackle, celebration, crowd	delighted Settings/Objects: enchanted forest, secret passage, golden key, magic spell, potion, tower	equipment, instructions, teamwork Story Language: in an emergency, on duty, in the community, ready to help, working together	eventually, in the beginning, after a while	timetable, ticket, platform Story Language: on the way, after a long journey, suddenly, at last, ready to go
PSED	Relationships Rules – use of areas and provision Show an understanding of their own feelings and those of others. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Show sensitivity to their own and to others' needs	Relationships Begin to regulate their behaviour accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. See themselves as a valuable individual Build constructive and respectful relationships	Health and Wellbeing Circle time discussions, talk about feelings and opinions, introduce worry monster, calming area for reflection (possibly link with collective worship area?), discuss/ display emotion cards Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Health and Wellbeing Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Responsibility and community Talk about the different types of people who can help us with different problems Talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group.	Living in the Wider World Where do fruit and veg come from? How do we take care of our world? <i>Explain the reasons for rules, know right from wrong and try to behave accordingly</i>	Living in the Wider World Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Discussion will include pedestrian safety, cyclist safety and driver/passenger safety. How do we adjust our behaviour in different situations? Eg How do we behave near a road? In a car? Why do we need to behave appropriately? Do a road safety walk



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

	Circle time discussions, talk about feelings and opinions, introduce worry monster, calming area for reflection (possibly link with collective worship area?), discuss/ display emotion cards Conflict resolution Talk about members of their family and their community Tooth brushing- health routine (ask HV to come in) Name and describe people who are familiar to them Keeping safe		Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers Explore emotions and moral issues through traditional tales Dress and undress for PE What foods are healthy to eat ? Talk about likes and dislikes of food Stranger danger	Sensible amounts of screen time Good sleep routine Role play Local- people who help us from community police, firefighters Talk about members of their community Cooperation		
--	--	--	---	--	--	--



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

Communication and Language	Who is in my family? What is my favourite story?	Listening games Talk about old and new toys My favourite toys Christmas	Make predictions and talk about what happens next in the story?	Use pictures to encourage the children to talk about different problems and the different types of people who help us.	Talk about the stories they have read, say what happens next?	Talk about different jobs What do you see on a journey?
	Throughout the year, children will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during 1-1 and small group interactions. - Make comments about what they have heard - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Physical Development	Get Set 4 PE - Introduction to PE Unit 1 To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly To use different travelling actions whilst following a path. To use different travelling actions whilst following a path.	Get Set 4 PE - Dance Unit 1 To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement.	Get Set 4 PE - Gym Traditional Tales To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus.	Get Set 4 PE - Fundamentals Unit 1 To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.	PE - Athletics, preparing for Sports Day <u>Fine Motor Skills</u> To hold scissors correctly and cut out small shapes To copy letters using a start and end point. To paint using thinner paintbrushes	Get Set 4 PE - Ball Skills Minibeasts To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.



BADS WORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

	- Provide a choice of open-ended materials to play that allows for extended, repeated and regular practising of physical skills like: lifting, carrying, pushing, pulling, constructing, stacking, climbing - GoNoodle and Cosmic Yoga - Opportunities for loose part play eg. milk crates, tyres, large planks etc, - Opportunity to jump off and land from an object - Providing opportunities for games with balls, hoops, cones, tunnels, beanbags - Using outside brooms to exercise the shoulder pivot movement					
Literacy	Floppy's Phonics Level 1+ S a t p i n m d g o c k Listening Discrimination of sounds Initial sounds Name writing Fine motor- pencil control Letter formation – letters sitting on the lines Listen to stories and retell Helpful words - the, to, I, no, go, into, little, of, ten,	Floppy's Phonics Level 1+ c k e u r h b f f l l l e s s Letter formation- letters sitting on the lines Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Floppy's Phonics Level 2 j v w x y z z z q u c h Letter formation- letters sitting on the lines Initial sounds and CVC labels (extend to captions) Draw vocabulary and knowledge from non fiction books and stories Helpful words - he, she, we, me, was, you, they, all, are, her, off, when, six, seven, have	Floppy's Phonics Level 2/3 sh th -ng -dge -ve wh -cks -tch -nk Labels and captions Make safety notices Short sentences- finger spaces, full stops and capital letters Writing simple sentences about people who help us Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts Create a vocabulary book for new words taught during this topic	Floppy's Phonics Level 3 ai ee -igh oa -oo o oar or ur Captions and sentences Use and understand new vocabulary from stories, poems and nonfiction Discuss what they know/ have found out Sequence and retell stories Helpful words - be, are, my, I, sister, too, why, sky, again, look	Floppy's Phonics Level 3 Ow oi ear air er -er -ue -ue -ure -ture Sentences- finger spaces, capital letters, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

Handwriting	Squiggle as you Write Following the Floppy's Phonics order of teaching S a t p i n m d g o c k	Squiggle as you Write Following the Floppy's Phonics order of teaching e u r h b f l j v w x y z	The Long Ladder Letters - Family: l i t u j y - Teaching : Follow our writing patter - Focus: distinguishing between "short" letters (u), "tall" letters (l, t), and "descenders" that go under the line (j, y).	The curly Caterpillar Letters - Family: c a o d g q e f s - Teaching : Follow our writing patter - Focus: Ensuring a,d,g, and q all start like a c Look out for b and d reversals	The One-Armed Robot Letters - Family: r n m h b p k - Teaching : follow our writing patter - Focus: Ensuring pencil does no lift off the paper when going back up the line	Summer Term The Zigzag Monster Letters - Family: v w x z - Use our writing patter - Focus: Sharp points at the bottom of v and w
Maths - White Rose Maths	Getting to Know you Match, sort and compare Talk about measure and patterns	It's me 123! Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8, Length, height and time	Building 9 and 10 Exploring 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Maths - Mastering Number	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

	begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers - connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
--	---	---	--



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

Understanding the World	Talk about the lives of people around them and their roles in society. • Family • Parents • Grandparents • Siblings • Friends Use photos- timeline of babies and now. Look at family trees (display in the home corner) Where do I live? What is my school called? How do I get to school? Tour around school – map finding our way around Bring in photos of their house – add to construction display, put on construction blocks to create a street Seasonal changes - Autumn Autumn display	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comparing old and new toys Toy shop – story scene Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Traditions e.g. Christmas, Bonfire night- Guy Fawkes, Diwali, Remembrance Day Local study - Badsworth school and village Familiarise children with the name of the road, and or village, town or city the school is located in.	Understand the past through settings, characters and events encountered in books read in class and storytelling • Traditional tales • Settings • Characters • Story books • Displays Map out simple story lines and simple journeys e.g. Goldilocks and the Three Bears Understand key features within the story settings – 3 bears live in the forest, river valley. Billy goats guff, field, bridge. 3 little pigs – houses made of different materials Create small world environments linked with the stories – story settings Seasonal changes – Winter	Talk about the lives of the people around them and their roles in society. Read books about Police, firefighter, nurse, teacher, paramedic, Scientist, lunchtime supervisor, doctor, vet, hairdressers, delivery and shop staff Our local community – where is the fire station, doctors, hospital, police station? Compare and contrast characters from stories, including figures from the past (Florence Nightingale) Role play – people who help us Local – people who help us, visit from community police, firefighters Talk about members of their community	Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explore the natural world around them. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Talk about holidays they have been on – pictures drawings, paintings – photos Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries - focus on Spain inc. how they travel to school, what they eat, where they live, and so on. Spain - recognise some environments that are different from the one in which they live Books – Show me the way to Spain/Lola's Fandango Draw information from a simple map- example
--------------------------------	---	---	---	--	--	---



BADSWORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

Talk about members of their immediate family and their community Name and describe people are familiar to them Reflections shadows Senses- comparing textures smells - adding sensory materials to provision KAPOW- Changing Seasons- to be taught across the year. Autumn treasures Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. - Badsworth School and Badsworth village Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps The name of the village and city the school is located in Aerial maps are taken from above like a birds-eye view and can comment on simple features. Create the village with bricks/blocks/junk boxes Investigating toys that move – how things work, cause and effect Magnets – push and pull	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter- porridge 3 bears – ice KAPOW- Changing Seasons- to be taught across the year. Winter Wildlife Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Discuss the differences (signs) from Winter to Spring Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter- Winter to Spring Provide opportunities for children to note the weather KAPOW- Changing Seasons- to be taught across the year. Springtime Magic Explore the natural world around them, making observations and drawing	Begin to understand the need to respect and care for the natural environment and all living things. Seasonal Changes – Spring to Summer for plants to grow. Chrome Books - logging on Using our Usernames and Passwords to log onto the Chromebooks KAPOW- Changing Seasons- to be taught across the year. Sandcastle Science Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Teach children about a range of contrasting environments within both their local and national region - countryside, seaside, city Talk about holidays they have been on – pictures, drawings, paintings Sun safety Chrome Books - logging on Using our Usernames and Passwords to log onto the Chromebooks KAPOW- Changing Seasons- to be taught across the year. Summer Senses Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them,
--	--	---	---	---	---



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

		Forces- ramps- distance- investigations KAPOW- Changing Seasons- to be taught across the year. Whatever the weather Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. KAPOW – Animal adventures Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	KAPOW – Our beautiful Planet Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	including the seasons and changing states of matter
--	--	---	--	---	--	--



BADS WORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

	Religion and Worldviews Wakefield Syllabus Being special: Where do we belong? (Islam, Christianity) Retell stories, talking about what they say about the world, God, human beings Harvest festival and performance in church	Religion and Worldviews Understanding Christianity - Incarnation Why do Christians perform nativity plays at Christmas? Bible stories day – Creation F2(incarnation) – Why do Christians perform plays at Christmas? Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences- Christmas Nativity Performance Christingle	Religion and Worldviews Understanding Christianity - Creation/God Why is the word God so important to Christians? Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism	Religion and Worldviews Understanding Christianity - Salvation Why do Christians put a cross in their Easter gardens? Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians Easter celebration and performance in church	Religion and Worldviews Wakefield Syllabus What places are special and why? (Islam, Christianity) Talk about religious stories, recognise some religious words, eg about God identify some of their own feelings in the stories they hear.	Religion and Worldviews Wakefield Syllabus What stories are special and why? (Judaism, Christianity) Re-tell religious stories, making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Re-call simply what happens at a traditional Christian infant baptism.
Expressive Arts and Design	Drawing – school plan Safely use and explore a variety of materials, tools	Pattern – school plan Safely use and explore a variety of materials, tools	Painting – school plan Safely use and explore a variety of materials, tools	Printing- school plan Safely use and explore a variety of materials, tools	Form – school plan Safely use and explore a variety of materials, tools	Collage – school plan Safely use and explore a variety of materials, tools



BADS WORTH
C of E School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

	and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Draw pictures of ourselves Experiment with different types of media Self portraits Paper plate faces Playdough family Skeleton with art straws/bricks Seasonal pictures using pencil, chalks, crayon, paint, natural resources.	and techniques, experimenting with colour, design, texture, form and function. Perform songs, with others, and (when appropriate) try to move in time with music. Nativity songs Make old and new toys Artist Kandinsky - Shape pictures Box modelling using different media and materials – fireworks Chalk pictures – firework pattern Create Poppies using different media Christmas cards / calendars Clay Diva lamps, Rangoli, Mendhi patterns Playdough – printing with toys Water - something that floats	and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories Sing a range of well-known nursery rhymes and songs Make props to go with the stories Seasonal pictures using pencil, chalks, crayon, paint, natural resources. Seasonal pictures using pencil, chalks, crayon, paint Chinese New Year – paper folding lanterns and dragons. Colour mixing – cold colours Box modelling using different medial and materials - The 3 Little Pigs houses	and techniques, experimenting with colour, design, texture, form and function. Make emergency vehicles from large boxes. Make thank you cards Invent and adapt stories through their role play and small world play Role play – hospital Create and adapt designs Easter – cards and baskets Observational drawings of plants Sponge printing with shapes to create emergency vehicle pictures Develop and practise threading and weaving techniques using various materials and objects.	and techniques, experimenting with colour, design, texture, form and function. Perform poems and stories with others Explore the use of tools and share designs Box modelling - Making different transport vehicles, collage outside of models Collage of contrasting environments - seaside, countryside, city	and techniques, experimenting with colour, design, texture, form and function. Observational drawing of plants and flowers Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Seasonal pictures using pencil, chalks, crayon, paint, natural resources. Construction - beanstalk Playdough, pipe cleaners etc to make minibeasts Boats children explore what is meant by 'waterproof,' 'floating,' and 'sinking,' then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape
--	--	--	---	--	--	--



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

			Use construction to make a bridge			and structures to build their own.
			Design and make a shield			

Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts.