



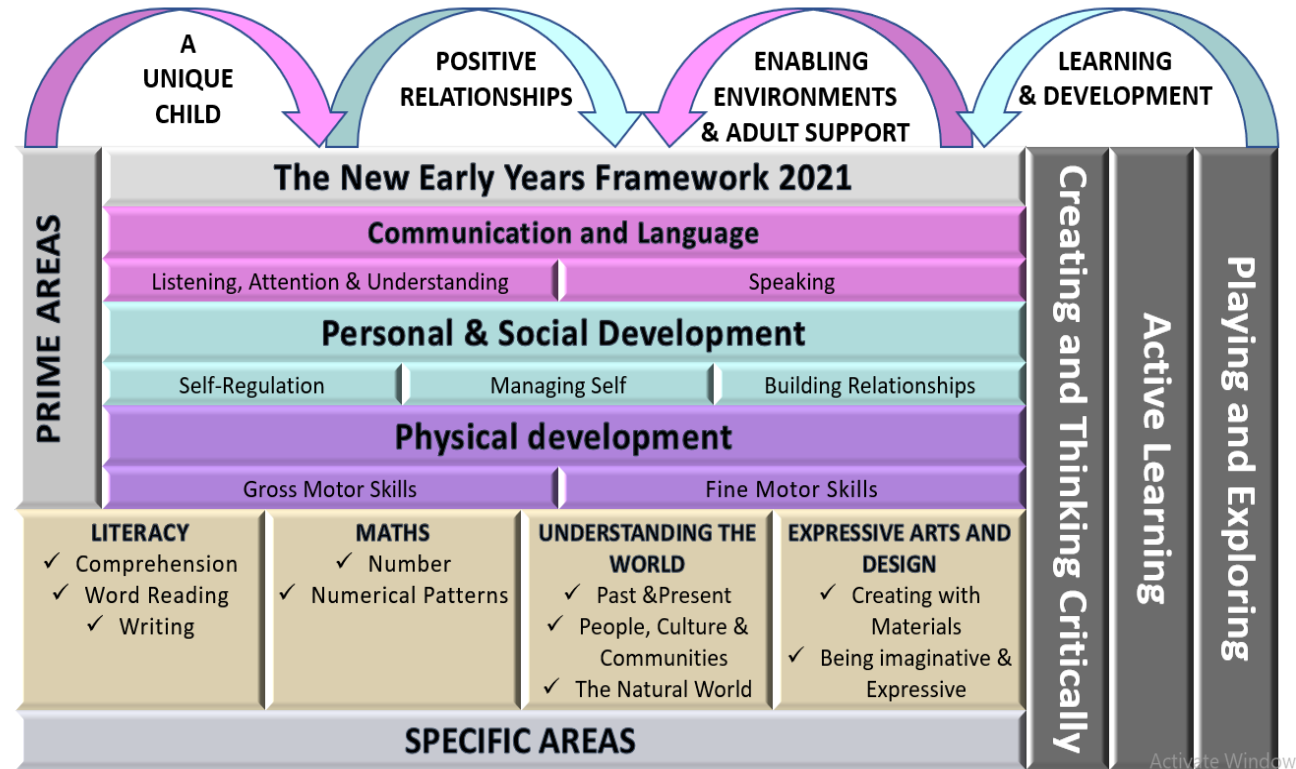
## South Tawton Pre-School Class- Long Term Plan 2023-24

At South Tawton Primary School we make the most of our beautiful surroundings to explore and learn. From our school field, playgrounds, garden, forest area and pond, children are outside enjoying the environment around them.

Upon starting school, children learn we are one big South Tawton family; playing together, helping each other and sharing experiences across age groups.

Pre-school children regularly visit the main school where they enjoy playing with and learning from the older children.

Our EYFS sparks children’s imagination to become enquiring, motivated and thoughtful learners who are independent and self-regulated. Children build upon their own interests enabling them to experience challenge and success. Our dedicated team of staff ensure there is a safe, happy and language rich environment with the use of technology running through all areas of the curriculum.





## South Tawton Pre-School Class - Long Term Plan 2023-24

	Autumn 1-	Autumn 2-	Spring 1-	Spring 2-	Summer 1-	Summer 2-
General Themes <b>NB: These themes may be adapted at various points to allow for children's interests</b>	<b>Marvelous me</b>  Who Lives at Home: Me, My Family, My Pets  My favourite things  My Feelings	<b>Seasons &amp; Festivals</b>  Halloween Bonfire night Diwali Remembrance Day Christmas  Autumn Winter Weather	<b>Animals</b>  Wild animals Farm animals Pets  Chinese New Year	<b>People Who Help Us</b>  Doctors/Nurses Firefighters Police Dartmoor Rescue Vets  Easter	<b>Growing</b>  Me Plants & Flowers Food Planting beans/seeds  Fun Science	<b>Minibeasts</b>  Minibeasts Life Cycle of a butterfly Life Cycle of a frog  Sports Day Starting School
<b>High quality Texts</b>	Hug Owl Babies So Much Mr Bear's Family My nose, your nose The Colour Monster You Choose  Goldilocks and the Three Bears	What will the weather be like today? The Leaf Thief Room on the Broom Meg and Mog Stickman Dear Santa The Christmas Story Little Owl and the Christmas Star  The Gingerbread Man	Dear Zoo Little Penguin We're Going on a Bear Hunt Walking through the Jungle Farmer Duck Brown Bear  The Three Little Pigs The Three Billy Goats Gruff	People who help us series When I grow up Zog and the flying doctors Doctor Dog Mog and the Vet On the farm Alan's big scary teeth Rumpus at the Vet Hospital Dog  We're Going on an Egg Hunt	Jasper's Beanstalk Handa's Surprise How to Grow a Dinosaur  Jack and the Beanstalk  The Little Red Hen  The Enormous Turnip	The Very Hungry Caterpillar The Very Busy Spider Ahhh Spider! 'Greedy Frog'
<b>'Wow' moments / Enrichment</b>	Sharing Family Photos - Making Preschool Family Album First Mud Kitchen Visit First Forest School Visit	Autumn walk Nativity/Christmas Sing-Along Christmas Party including Santa visit	Chinese Cooking Farm visit Bear Hunt Wellie Walk Bring you pet to school week	World Book Day 3rd March Easter Picnic including egg hunt Nurse/Police/Firefighter/Vet Visitor(s)	Grow vegetables & plants Making Bread Mini Science Fair	Making Ice Cream Sports Day Trip Out/Visitor Teddy Bear's Picnic & Mini Graduation



## South Tawton Pre-School Class - Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
General Themes	Marvelous me	Seasons & Festivals	Animals	People Who Help Us	Growing	Minibeasts
Over Arching Principles	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> <i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					



## South Tawton Pre-School Class - Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>Marvelous me</b>	<b>Seasons &amp; Festivals</b>	<b>Animals</b>	<b>People Who Help Us</b>	<b>Growing</b>	<b>Minibeasts</b>
British Values Sharing Circles	<p><b>Mutual respect</b> We are all unique. We have similarities and differences. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Experienced through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	In-house - Baseline data on entry EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments	Cluster MAT moderation EYFS team meetings	Pupil progress meetings End of Nursery Report/Parents evenings EYFS team meetings End of year data
Parental Involvement	Welcome meeting Tapestry involvement Stay and Play sessions	Tapestry involvement Christmas performance Christmas party Parents Evening Stay and Play sessions	Tapestry involvement Stay and Play sessions	Tapestry involvement Stay and Play sessions Parents Evening Easter Picnic & Egg Hunt	Tapestry involvement Stay and Play sessions Mini Science Fair	Tapestry involvement Stay and Play sessions Parents Evening/ Reports Sports Day Teddy Bear's Picnic & Mini Graduation



## South Tawton Pre-School Class - Long Term Plan 2021-22

### Diversity Texts to be read throughout the year during story time sessions

<b>BAME main characters</b>	<b>Cultural diversity</b>	<b>Neurodiversity</b>	<b>physical disabilities</b>	<b>Different families</b>
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full, full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies



## South Tawton Pre-School Class - Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous me	Seasons & Festivals	Animals	People Who Help Us	Growing	Minibeasts
<b>Communication and Language</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
	Settling in activities Children talking about themselves, their families, pets and homes –using photos to support Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Listening to and joining in with rhymes and songs Understand how to listen carefully and why listening is important. Playing with sounds –musical instruments, listening walks, listening games	Talking about the weather and the world around them, using firsthand experience and video clips as stimulus. Following instructions (settling in, putting my things away) Talking about our own experiences - special events	Developing language and vocabulary. Linked to animals.  Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs and continue these during the year.	Listen to, engage in and talk about non-fiction. Talk about jobs that interest me. Ask questions to find out more.	Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them.	Explain <i>why, when, how, who, where</i> during discussions. Extending sentences -using e.g. and & because

Staff invest quality time with the children to develop their relationships with the children based on their interests, high quality interactions and sustained conversations. As well as reading to them regularly, staff comment on, model and scaffold language and embed new vocabulary into everyday situations. There are daily group discussions, singing and rhymes, stories, circle times and ‘snack chat’. Staff also use the ‘bridging the word gap’ training as well as speech and language interventions, Wellcomm and Speech link activities as necessary.

**CONTINUOUS PROVISION;** Our comfy class book corner is well stocked with a range of fiction and non-fiction texts and books children can attempt to read phonetically. The addition of puppets and masks help the children retell a story both indoors or outdoors. Stories are chosen from recommended high quality texts (including the Pie Corbett reading spine). Role play areas are regularly changed and constructed with the children to appeal to their interests. Staff model language and interactions within the role play. We also have weekly show and tell sessions and welcome children to sit at the front on the teachers’ chair to share news with the class.



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General Themes	Marvelous me	Seasons & Festivals	Animals	People Who Help Us	Growing	Minibeasts
Personal, Social and Emotional Development	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
Managing Self						
Self regulation						
Making relationships						
	Marvellous Me Me and my family Looking after my environment	Me and my friends	Looking after myself Looking after others	People who help to keep me safe	Growing and changing in nature When I was a baby What does my body need?	I can keep trying I can do it!
	<p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a regulated state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task*Being thoughtful towards others feelings *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p> <p style="text-align: center;"><b>Paying particular attention to Fere Laevers’ ‘Levels of Involvement’ for each child in the class.</b></p>					



## South Tawton Pre-School Class - Long Term Plan 2021-22


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous me	Seasons	Animals	People Who Help Us	Growing	Minibeasts
<b>Physical Development</b> Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. <b>We have daily opportunities for Fine Motor Gross motor and Physical activities</b>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
	Threading, cutting, weaving, playdough, Fine Motor activities. Draw lines and circles using gross motor movements Gross motor movements -sweeping, swinging ribbons, Climbing Steps Wheeled Toys Mark making using tools Handling tools Putting on and taking off shoes and coats  Balance Movement skills rolling - crawling - walking - jumping - running - hopping - skipping – climbing Negotiate space Travelling with confidence	Threading, cutting, weaving, playdough, Fine Motor activities to support grip. Drawing Skills Scissor Skills Continue gross motor skills Kicking a ball Using wheeled toys with increasing control  Balance Movement skills rolling - crawling - walking - jumping - running - hopping - skipping – climbing Negotiate space Travelling with confidence	Threading, cutting, weaving, playdough, Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control. Use a spoon with independence. Encourage children to draw/mark make freely. Walk a good distance  Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game Use a racket	Threading, cutting, weaving, playdough, Fine Motor activities. Hold tools effectively with comfortable grip  Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game Use a racket	Threading, cutting, weaving, playdough, Fine Motor activities. Develop scissor skills. Draw pictures that are recognizable. Use a knife and fork to cut. Begin to zip/button up coats independently  Balance Jumping and landing Awareness of space	Threading, cutting, weaving, playdough, Fine Motor activities. Name Writing. Build things with smaller linking blocks, such as Duplo or Lego  Running skills Agility Consolidate throwing, catching and negotiating space. Sports day



	<p><b>CONTINUOUS PROVISION:</b> Children are encouraged to participate in cooperation games i.e. parachute games &amp; team activities. There are climbing opportunities when we visit the park or school grounds. We provide a range of wheeled resources for children to balance, sit or ride on including scooters, tricycles, balance bike and prams. Children can choose resources to develop their dance and creativity such as ribbons and scarves. Other enhancements are regularly available. Malleable, fine motor and funky finger activities are chosen to support children's hand eye coordination including scissors, threading and tweezers. Children are encouraged to join in with daily physical activities such as dancing, yoga and active games. Each child is supported to develop good personal hygiene by providing regular reminders about thorough handwashing and toileting. Children are supported to develop independence with toileting when they are ready.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous me	Seasons	Animals	People Who Help Us	Growing	Minibeasts
<p><b>Literacy</b></p> <p>Developing a passion and confidence for reading.</p> <p>At South Tawton we use the Read Write Inc scheme to deliver phonics from EYFS and KS1.</p> 	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>.</p> <p>Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)</p>					
	Show interest in favourite books and subject matter. Handling texts (& ebooks) correctly. Singing rhymes and songs Mark making Recognising name.	Join in with repeated parts and fill in missing words from well-known rhymes or story. Mark Making Name recognition	Show interest and answer simple questions about stories they have heard. Talk about events and characters in a story read to me. Mark Making Name recognition/writing	Shows interest in print in the environment in various situations (role play, recipes, signs etc) Mark Making in context e.g. diaries, clipboards, maps in role play	Retelling of known stories and addition of their own ideas. Mark Making Name recognition/writing Shared Writing based on familiar stories	Enjoy choosing texts to share with others or alone. Use new vocabulary in talk. Mark Making Name recognition/writing Shared Writing based on familiar stories
	<b>Read Write Inc Ready:</b> Environmental Sounds; Instrumental Sounds; Body Percussion	<b>Read Write Inc Ready:</b> Environmental Sounds; Instrumental Sounds; Body Percussion	<b>Read Write Inc Ready:</b> Rhythm and Rhyme; Alliteration	<b>Read Write Inc Ready:</b> Voice Sounds; Blending and Segmenting	<b>Read Write Inc Ready:</b> Differentiated Nursery 1 & 2  N1: Consolidate previous learning  N2: Fred Talk Read Write Inc Set 1 sounds	<b>Read Write Inc Ready:</b> Differentiated Nursery 1 & 2  N1: Consolidate previous learning  N2: Fred Talk Read Write Inc Set 1 sounds
<p><b>CONTINUOUS PROVISION;</b> Our comfy class book corner is well stocked with a range of fiction and non-fiction texts and books children can attempt to read phonetically. The addition of puppets and masks help the children retell a story both indoors or outdoors. Children also visit the school library and our buddy system (EYFS child paired with a Yr5 child) enables children to read and be read to by an older pupil. Children are read to each day; stories are chosen from recommended high quality texts (including the Pie Corbett reading spine). There are also e-books and digital texts to access. Phonics learning is further embedded through displays, games and computer programmes.</p> <p>Children have access to a wide range of writing, mark making and fine motor equipment indoors and outdoors for a range of purposes (role play, constructions lists, menus). Staff model writing and 'story scribe' for children to develop their story telling and language.</p>						

## South Tawton Pre-School Class - Long Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous me	Seasons	Animals	People Who Help Us	Growing	Minibeasts
<b>Maths</b>  <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> – <b>Shakuntala Devi</b>  <b>White Rose Maths activities</b>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>‘have a go’</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	Number Rhymes Size Now and Later Number words, counting and numerals	Number Rhymes Patterns Shapes Number words, counting and numerals	Number Rhymes Length and Height Patterns Number words, counting and numerals	Number Rhymes Shapes Number words, counting and numerals	Number Rhymes Weight and Capacity Number words, counting and numerals	Number Rhymes Number words, counting and numerals Spatial and Positional Language
<b>CONTINUOUS PROVISION;</b> Children will have access to maths resources throughout the provision. Water and sand play contains measuring, capacity and size equipment as well as shapes and various building apparatus being easily accessible for all. Adults support children to develop their mathematical understanding by using mathematical language as they play and explore.						



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General Themes	Marvelous me	Seasons	Animals	People Who Help Us	Growing	Minibeasts
<b>Understanding the World</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>Finding out about people -sharing photos and stories about ourselves and our families.</p> <p>Talking about family, special people, where you live, pets, favourite things.</p> <p>Noticing similarities and differences.</p> <p>Explore mechanical and technological toys.</p> <p>Technology in the home -phones &amp; computers in role play area.</p> <p>Pouring and filling in the water tray.</p>	<p>Exploring new and familiar experiences in nature -leaves, conkers, ice etc.</p> <p>Looking closely at natural materials.</p> <p>Talking about past and present events.</p> <p>Compare similarities and differences between celebrations such as Diwali, Christmas.</p> <p>Using I-pads, laptops and other technology.</p>	<p>Farm Visit</p> <p>Pet/Animal Talks</p> <p>Take photos of the children’s experiences to support them to talk about it later.</p> <p>Talk about animals that we have observed.</p> <p>Use images, video clips and other resources to allow children to experience a wide range of different animals e.g. Zoo Cams.</p> <p>Children talk about what they see.</p>	<p>Visits from nurse, PCSO, vet from our community.</p> <p>Preparing questions for our visitors.</p> <p>Take photos of our visitors to support children to talk about them later.</p> <p>Role plays based around people who help us e.g. police station, vets etc.</p> <p>Technology in the work place -include in role play area</p> <p>Using pipes and tunnels to carry water.</p>	<p>Talk about differences, similarities and changes</p> <p>Bean Diary</p> <p>Magnifying glasses to look closely at features of plants.</p> <p>What do plants need to grow?</p> <p>Why and How questions</p>	<p>Talk about the changes that occur during lifecycles and over time: butterfly; frog.</p> <p>Sorting minibeasts - differences and similarities.</p> <p>Magnifying glasses to look closely at features of minibeasts.</p> <p>Similarities and differences - Me and my friends transition activities</p>



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General Themes	Marvelous me	Seasons	Animals	People Who Help Us	Growing	Minibeasts
<p><b>Expressive Arts and Design</b></p> <p><i>Mark making, Painting, junk modelling, messy play, cutting and sticking, role play, threading, moving to music, playdough, exploring instruments, singing songs, making instruments. Work will be displayed in the classroom. Children to explain their work to others</i></p> <p><b>In addition we follow Inside Music: A Programme for teaching musical skills through singing</b></p>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Self portraits</p> <p>Explore mark making in different ways including finger painting, pencil, pen, crayon, paint, pastel, chalk, fingers/tools in trays of glitter/salt/sand.</p> <p>Fixing and joining: Glue sticks and tape</p> <p>Join in with songs &amp; rhymes.</p> <p>Explore Instruments -loud, quiet, fast, slow</p> <p>Home Corner Role Play</p> <p>Explore construction materials -learning how to join, balance, stack vertically and horizontally, making enclosures and creating spaces.</p>	<p>Fireworks pictures</p> <p>Christmas crafts and cards</p> <p>Nativity -Act out the Story together; Learn and perform Christmas songs and dances</p> <p>Autumn Art -leaf &amp; tree rubbings, natural materials to make transient art</p> <p>Ice Art</p> <p>3D models -junk modelling</p> <p>Listen, move to and describe different types of music e.g. Scary music for Halloween</p> <p>Join in with songs &amp; rhymes.</p>	<p>Making Chinese lanterns, Chinese dragon dance and puppets.</p> <p>Making instruments</p> <p>Make our own Jungle/Farm -paper plate animals</p> <p>Acting out stories using physical movement e.g. Walking Through the Jungle</p> <p>Use story maps, props, puppets &amp; story bags will encourage children to retell and adapt stories.</p> <p>Join in with songs &amp; rhymes.</p>	<p>Easter Activities</p> <p>Police Station/Fire Station/Hospital Role Play Areas</p> <p>Making props to support role play e.g. Cardboard box emergency vehicles</p> <p>Explore mixing colours</p> <p>Tapping out Repeated Rhythms</p> <p>Join in with songs &amp; rhymes.</p>	<p>Observational drawing of flowers and plants.</p> <p>Combining materials to make flowers/plants in different ways.</p> <p>Making instruments.</p> <p>Join in with songs &amp; rhymes.</p>	<p>Join in with songs &amp; rhymes.</p> <p>Role Play based around children’s interests - planning and making props to support</p> <p>Tapping out Repeated Rhythms</p> <p>Combining materials to make minibeasts -clay and natural materials or playdough and loose parts</p> <p>Moving like a minibeast to music</p> <p>Mark-making to music e.g. flight of the bumblebee</p>

**CONTINUOUS PROVISION:** Our ‘Creative Area’ keeps children supplied in a wide range of materials that they can access independently each day. Additional enhancements are added to provide an extra layer to further embed children’s experiences. Children have access to our ‘Home Corner’ role play which is adapted at different times to suit children’s interests or enhance their learning of our current topic. Malleable resources, fine motor tasks and mark making experiences are provided daily.



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General Themes	<b>Marvelous me</b>	<b>Seasons</b>	<b>Animals</b>	<b>People Who Help Us</b>	<b>Growing</b>	<b>Minibeasts</b>
South Tawton PreSchool Curriculum Guarantee	Enrichment opportunities linked to the National Trusts "50 things you should do before you are 11 ¾" and the DFE, "My Activity Passport"					
	Go barefoot Have fun with sticks Make a mud creation	Go on an Autumn Walk Make leaf rubbings Wrap a Present	Visit a Farm Go Welly Wandering Watch a bird	Make a home for wildlife Go on a scavenger hunt Create some wild art	Help a plant to grow Make a paper boat and see if it floats Fly a Kite	Have a Teddy Bear's Picnic Make friends with a bug Find your way with a map