

Medium Term Plan for Term 4 ‘Once Upon a Time; What Stories Can we Tell?’

Term 4 Intent:	For Curriculum intent, please see the EYFS Curriculum Map.			
Week 1 24.2.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	The Three Little Pigs	News Sharing Turn-taking Experience Reflection Enjoyment Transport	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to start a conversation and continue it for many turns. ● Previous statements: ● How to use longer sentences. ● How to use a wide range of vocabulary. ● How to understand questions with more than one part. 	Circle time (stick friend/ fruit salad style games) - focus on ‘waiting’ It looks like X when people are talking, which means we wait. Jenny Moseley circle time activities.
		Listening Turn taking Responding	Children in reception will be learning to: <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Engage in story times ● Listen and talk about stories to build familiarity and understanding ● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	Discussions - what did you do for half term? Partner talk I can talk about what the Three Little Pigs and the wolf say in the story (including the repeated refrains). Role play connected to book
PSED		Move Health Healthy Unhealthy Energy Tired	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to recognize emotions in others. ● How to independently and confidently play with others. ● Previous statements: ● How to respond appropriately to routines and rules, and why we follow them. 	Review of classroom expectations. Introduction of ‘soft’ and ‘spiky’ challenges (Rabbits/Hedgehogs)

		<p>Exercise Fitness Self Care Sleep Routine Blood Pump Heart Food</p>	<ul style="list-style-type: none"> ● How to express emotions and begin to regulate them effectively. ● How to build new friendships ● How to express my own emotions. 	<p>Revisit of emotions and how we show them.</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. 	<p>Reviewing the classroom rules</p> <p>Supporting class provision and relationships</p> <p>Feeling their bodies response to exercise - heart rate, redness, breathing.</p> <p>Jigsaw Planning – LO: I understand that I need to exercise to keep my body health Thrive planning where appropriate - evidence in floor book.</p>
PD	"The Busy Body Book: A Kid's Guide to Fitness" by Lizzy Rockwell	<p>Throw catch kick climb ball grip balance ride scissors paintbrush pencils</p> <p>Pass aim control accurate independent movement</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to use single handed tools with increasing control. ● How to evaluate my own skills and resources to match a task or plan. ● Previous statements: ● How to use mark making tools with a comfortable grip. ● How to create games independently or with others. ● How to use my body in different ways. 	<p>Building houses for different characters using different resources.</p> <p>Adult led conversations about what worked/ didn't</p> <p>Junk modeling provision.</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>PE sessions – see separate plans</p> <p>Big Question: How do I keep my body healthy? (Science)</p> <p>Letter and number formation</p>

Literacy	<p>The Three Little Pigs</p> <p>The Big Bad Pig by Eugene Trivataz</p>	<p>Full stops</p> <p>Capital letters</p> <p>Finger spaces</p> <p>Formation</p> <p>Word placement</p> <p>Beginning, middle end</p> <p>Phoneme</p> <p>Digraph</p> <p>Trigraph</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to use sound knowledge to write initial sounds. ● How to write some of their name. ● How to have extended conversations about stories. ● Previous steps: ● -How to suggest rhymes ● -How to listen for words with the same initial sound. ● -How to give meaning to the marks I have made. 	<p>Little Wandle – Rhyme time/ Tuning into Sounds</p> <p>Colourful semantics for sentence building verbally</p> <p>Name writing/ copying/ building opportunities.</p> <p>Sound sorting</p> <p>Sound spotting.</p>

	<p>‘And Suddenly’ by Colin Norton</p> <p>Pigs Might Fly by Jonathan Emmett and Steve Cox</p>	<p>Tricky words</p> <p>Speech bubbles</p> <p>Alternative endings/versions.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital and full stop. ● Re-read what they have written to check that it makes sense. 	<p>Little Wandle – see separate planning.</p> <p>Writing our news – what did we do during the holidays? CVC/CVCC writing.</p> <p>Full stops, capital letters, finger spaces</p> <p>Daily letter formation</p> <p>Colourful semantics for sentence building verbally and/or written.</p> <p>Helicopter stories and Drawing club.</p> <p>Adding speech bubbles for the characters in the story ‘The Three Little Pigs’ or alternative versions.</p> <p>Thinking of alternative versions of the story, such as The Three Little Wolves and The Big Bad Pig by Eugene Trivataz or ‘And Suddenly’ by Colin Norton</p> <p>Guided drawing activities</p>
<p>Maths</p>	<p>"The Very Hungry Caterpillar" by Eric Carle</p> <p>"What’s the Time, Mr. Wolf?" by</p>	<p>calendar</p> <p>today</p> <p>yesterday</p> <p>time</p> <p>first</p> <p>next</p> <p>finally</p> <p>after</p> <p>before</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to understand position through talk. ● How to say one number per object. ● How to use language to describe shapes. ● How to combine shapes. ● Previous statements; ● How to show different positions. ● How to solve problems up to 5. ● How to use comparative language. 	<p>See White Rose planning. & Provision based activities.</p>

	<p>Debi Gliori</p> <p>"Telling the Time" by Roger Priddy</p> <p>"All in a Day" by Cynthia Rylant</p> <p>"Clocks and More Clocks" by Pat Hutchins</p> <p>"Seasons" by Hannah Pang</p>	<p>timer</p> <p>evening</p> <p>morning</p> <p>week</p> <p>weekend</p> <p>sequence</p>	<ul style="list-style-type: none"> • How to use the cardinal principle. • How to link numerals to amounts. 	
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 	<p>See White Rose planning.</p> <p>Length, height and time</p> <p>I can explore time using timers.</p> <p>I can talk about the sequence of an activity</p> <p>I can name the days of the week and talk about events in my week.</p> <p>Explore days of the week and sequencing events.</p> <p>Engaging with times on the clock for different times in the school day</p> <p>Discuss time and seasons</p>

UtW	The Three Little Pigs	Pig	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • How to use my senses to explore, describe and compare different materials. • How different things work • How the lifecycle of a frog flows (Tadpoles) • Previous statements: <ul style="list-style-type: none"> ○ How to talk about different occupations. ○ How to use my senses to explore natural materials. 	<p>Big Question: What are things made of? Explorative play, what are the different materials?</p> <p>Link to transport from last term- what are vehicles made of?</p>
		Wolf		
House				
Build				
Blow				
Straw				
Sticks				
Bricks	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes 	<p>1. Exploring Materials (The Natural World & Science)</p> <ul style="list-style-type: none"> • Building Houses Experiment: Provide straw, sticks, and bricks (or Lego) and let children build houses. Test their strength by blowing with a fan or hairdryer like the Big Bad Wolf! • Material Sorting: Give children different materials (fabric, wood, plastic, straw, etc.) and let them sort into "strong" and "weak." <p>2. Animal Exploration (The Natural World)</p> <ul style="list-style-type: none"> • Farm Visit or Small World Play: Talk about where pigs live and what they eat. Set up a farm 		
Safe				
Strong				
Aspirational Vocabulary				
Structure				
Sturdy				
Fragile				
Construct				
Habitat				
Shelter				
Experiment				

	<p>Investigate</p> <p>Predict</p> <p>Protection</p> <p>RE vocabulary:</p> <p>Spring</p> <p>Easter</p> <p>new life</p> <p>Jesus</p> <p>eggs</p>	<p>RE BIG QUESTION THIS TERM: Why is Easter Special to Christians Understanding Christianity – Salvation see RE MTP</p> <p>End Points:</p> <p>I know that Easter is a special time for Christians.</p> <p>I know some of the symbols of Easter (cross, palm, eggs)</p> <p>I know that Easter celebrates new life and new beginnings.</p> <p>LO: Talk about ideas of new life in nature</p>	<p>small world with toy pigs and other animals.</p> <ul style="list-style-type: none"> ● Wolf Fact-Finding: Look at real wolves and compare them to the story. Discuss if wolves really blow houses down! <p>3. Homes Around the World (People, Culture, and Communities)</p> <ul style="list-style-type: none"> ● House Comparison: Show pictures of different homes (flats, houses, igloos, huts) and discuss how they are built. ● Construction Role Play: Set up a construction site with toy bricks, tools, and hard hats for children to explore building. <p>4. Weather and Environment (The Natural World)</p> <ul style="list-style-type: none"> ● Wind Experiment: Use different objects (feathers, paper, leaves, small) and a fan to see what the wind can blow. ● Seasons Discussion: Talk about how weather affects houses. What happens to houses in storms or floods? <p>5. Positional Language (Geography and Understanding Space)</p>
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				<ul style="list-style-type: none"> ● Treasure Hunt: Hide a pig toy and use positional language to help children find it (e.g., "It's next to the chair," "Look under the table"). ● Map Making: Draw a simple map of the pigs' journey, showing their houses and where the wolf went
EAD	The Three Little Pigs	Rhyme Same Different Fold Add Stick Strength Materials Properties Play Part/role Version	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to join different materials ● How to experiment with other materials. ● Previous statements: <ul style="list-style-type: none"> ○ How to create my own songs. ○ How to develop my own ideas and make decisions with materials. ○ How to use drawings to convey emotions. ○ How to play pretend. 	Rhyme Time. Music: See separate planning in Music folder Role play using finger puppets/masks Making simple 'house' structures with different materials.

		Film Videoing/filming Costumes Audible	Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, performing solo or in groups. 	See music planning. Creating small plays in which the children enact the story of The Three Little Pigs – file and show to parents? (Movie instructions saved on drive). Making house structures with different materials.
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Week 2 3.3.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Goldilocks and the Three Bears Non-fiction	Small, medium, large Visitor Beginning, middle, end. Crime scene	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to start a conversation and continue it for many turns. ● Previous statements: ● How to use longer sentences. ● How to use a wide range of vocabulary. ● How to understand questions with more than one part. 	Discussions: I can talk about what I have seen at the crime scene (potential video from a Police Officer? – share Mary-Lou’s across the Federation?) Crime scene – stolen porridge Role play around the story of Goldilocks.

	<p>books connected to chicks.</p>	<p>Repeated refrain</p> <p>Listening Turn taking Responding</p> <p>SMV: Chick care – life cycle, care, egg, egg tooth, hatching, development, growth.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in story times • Listen and talk about stories to build familiarity and understanding • Retell the story • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (re chicks). 	<p>Discussions: I can talk about what I have seen at the crime scene (potential video from a Police Officer? – share Mary-Lou’s across the Federation?)</p> <p>Crime scene – stolen porridge</p> <p>Listening to stories and remembering repeated refrains in the story of ‘Goldilocks and the Three Bears’</p> <p>Role play around the story of Goldilocks.</p> <p>Making observations about the chicks (SMV – arriving 3rd March)</p>
<p>PSED</p>		<p>Health Healthy Unhealthy Energy Tired Self Care Sleep Food Groups</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • How to recognize emotions in others. • How to independently and confidently play with others. • Previous statements: • How to respond appropriately to routines and rules, and why we follow them. • How to express emotions and begin to regulate them effectively. • How to build new friendships • -How to express my own emotions. 	<p>Discussions: What foods do I like and dislike? Are they good for me? What foods take care of my body?</p> <p>Fruit/vegetable tasting. Self – serve snack Soft and spiky challenges What words do I use to talk about my feelings? Pancake Day –Tuesday 4th March - making pancakes/choosing toppings. Modelling turn taking.</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. 	<p>Discussions: What foods do I like and dislike? Are they healthy choices? What healthy choices do I make in a day?</p>

			<ul style="list-style-type: none"> ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Use talk to organise thinking and activities, and to explain how things work and why they might happen (e.g. breathing increases as they need more air). 	<p>Sorting foods into healthy/unhealthy categories.</p> <p>What foods take care of my body? Fruit/vegetable tasting.</p> <p>Jigsaw: I know which foods are healthy and not so healthy and can make healthy eating choices.</p>
PD	Goldilocks and the Three Bears	<p>Throw catch skip kick climb ball grip balance riding scissors paintbrush pencils moving dance</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to use single handed tools with increasing control. ● How to evaluate my own skills and resources to match a task or plan. ● Previous statements: ● How to use mark making tools with a comfortable grip. ● How to create games independently or with others. ● How to use my body in different ways. 	<p>Junk modelling- using scissors and tape to connect objects to make traps for Goldilocks</p> <p>Shaving foam/ sand/ gel/ slime XO/</p> <p>Bikes/ trikes/ scooters.</p>

		safely position passing aiming control confidently precisely accurately movement gymnastics apparatus	Children in reception will be learning to: <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	Directional movements using a range of resources. SMV – chick care. PE - See separate planning.
Literacy	Goldilocks and the Three Bears	Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● How to use sound knowledge to write initial sounds. ● How to write some of their name. ● How to have extended conversations about stories. ● Previous steps: <ul style="list-style-type: none"> ○ How to suggest rhymes ○ How to listen for words with the same initial sound. ○ How to give meaning to the marks I have made. 	Little Wandle - Rhyme Time & Tuning into Sounds Drawing Club Recalling story - whole class story map.

		<p>Trigraph Tricky words</p> <p>Small, medium, large Visitor Beginning, middle, end. Characters Setting Sequence Order Speech bubbles</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital and full stop. ● Re-read what they have written to check that it makes sense. 	<p>Little Wandle - see planning.</p> <p>Drawing Club and helicopter stories. - poetry basket.</p> <p>Guided drawing</p> <p>Beginning to practice reciting the alphabet</p> <p>Sequencing the story of Goldilocks and the Three Bears</p> <p>Writing speech bubbles for different characters in the story</p> <p>Creating Wanted Posters for Goldilocks – following video/visit from Police Officer</p> <p>Use of ChatGPT to create a whole class alternative version?</p> <p>SMV – beginning to write chick observations/facts.</p>
<p>Maths</p>	<p>"Ten Little Pirates" by Mike Brownlow and Simon Rickerty</p> <p>"10 Black Dots" by</p>	<p>9, 10 ten frame subitise compare same more fewer order one more one less</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to understand position through talk. ● How to say one number per object. ● How to use language to describe shapes. ● How to combine shapes. ● Previous statements; <ul style="list-style-type: none"> ○ How to show different positions. ○ How to solve problems up to 5. ○ How to use comparative language. ○ How to use the cardinal principle. 	<p>See White Rose planning.</p>

	<p>Donald Crews</p> <p>"Mouse Count" by Ellen Stoll Walsh</p> <p>"How Many Legs?" by Kes Gray and Jim Field</p>	<p>composition count altogether parts bonds to 10 doubles odd even</p>	<p>○ How to link numerals to amounts.</p> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Uses number names and symbols when comparing numbers, showing interest in large numbers. ● Estimates of numbers of things, showing understanding of relative size. ● Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. ● Increasingly confident at putting numerals in order 0 to 10 (ordinality). ● Counts out up to 10 objects from a larger group. ● Matches the numeral with a group of items to show how many there are (up to 10). 	<p>See White Rose planning.</p> <p>Building 9 and 10 I can find and represent numbers 9 and 10 in different ways</p> <p>I can compare numbers to 10 using 1-1 correspondence.</p> <p>I can subitise small groups to identify a larger number</p> <p>Practicing counting up to 10 and back.</p>
<p>UtW</p>	<p>Goldilocks and the Three Bears</p>	<p>Bear</p> <p>Bowl</p> <p>Chair</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to use my senses to explore, describe and compare different materials. ● How different things work ● How the lifecycle of a frog flows (Tadpoles) ● Previous statements: ● How to talk about different occupations. ● How to use my senses to explore natural materials. 	<p>Compare houses from around the world Den building.</p> <p>Visit from the police, with a police car? (EH Reschedule)</p> <p>Porridge tasting/ experimenting.</p>

		<p>Bed</p> <p>Hot</p> <p>Cold</p> <p>Soft</p> <p>Hard</p> <p>Big</p> <p>Small</p> <p>Temperature</p> <p>Texture</p> <p>Comfortable</p> <p>Fragile</p> <p>Habitat</p> <p>Woodland</p> <p>Investigate</p> <p>Compare</p> <p>Predict</p> <p>Experiment</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Draw information from a simple map. <p>RE LO: Recognise and retell stories connected to the celebration of Easter.</p>	<p>1. Exploring Materials & Properties (The Natural World & Science)</p> <ul style="list-style-type: none"> • Porridge Experiment: Make porridge and explore changes in texture when hot, cold, thick, or runny. Let children mix their own. • Hard, Soft, and Just Right: Provide objects of different textures (hard chair, soft cushion) and let children sort them. <p>2. Animals & Their Habitats (The Natural World)</p> <ul style="list-style-type: none"> • Bear Facts: Look at real bears and compare them to the story. Talk about where they live, what they eat, and how they behave. • Teddy Bear Sorting: Bring in different teddy bears and sort them by size (small, medium, large). <p>3. Homes & Family Life (People, Culture, and Communities)</p> <ul style="list-style-type: none"> • Different Homes: Discuss how different people live. Compare a bear's den to human homes. • Family Roles: Talk about different family members (parents, children, grandparents)
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		<p>RE vocabulary</p> <p>Palm Sunday</p> <p>Easter</p> <p>new life</p> <p>Jesus</p> <p>eggs</p>		<p>and who lives in each child's home.</p> <p>4. Positional Language & Mapping (Geography and Understanding Space)</p> <ul style="list-style-type: none">● Goldilocks' Journey Map: Draw a simple map showing Goldilocks walking through the woods to the bears' house.● Treasure Hunt: positional language to help children find it (e.g., "It's behind the chair," "Look under the table"). <p>5. Weather and the Environment (The Natural World)</p> <ul style="list-style-type: none">● Seasons Discussion: Explore what the forest looks like in different seasons. What might Goldilocks see in summer vs. winter?● Woodland Walk: If possible, take a nature walk and talk about trees, leaves, and the sounds of the forest.
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EAD	Goldilocks and the Three Bears	Rhyme Same Different Colours Colour Mixing Technique Materials Properties Play Part/role Version Film Videoing/filming Costumes Audible	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● How to join different materials ● How to experiment with other materials. ● Previous statements: <ul style="list-style-type: none"> ○ How to create my own songs. ○ How to develop my own ideas and make decisions with materials. ○ How to use drawings to convey emotions. ○ How to play pretend. 	See separate music planning. Role play using finger puppets/masks Bear collages
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, performing sola or in in groups. 	See separate music planning on the drive Role play using finger puppets/masks – creating short plays, if didn't do it last week. Creating bear paintings in the style of Linda Israel.

Week 3 10.03.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
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C&L	The Kiss that Missed	Travel Affection Direction Journey Destination Preference Favourite	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	Discussions about where we would want our kiss to go.
		Self-portrait Feature Representation	Children in reception will be learning to: <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Engage in story times. ● Retell the story 	<p>Discussions about where we would want our kiss to go.</p> <p>Discussions about the features on our faces that we want to depict in our self-portraits – do we want to create a true likeness or change different features? (see EAD planning)</p>
PSED	Singing familiar lullabies Sleeping Beauty	Health Healthy Unhealthy Energy Tired Self Care Sleep Routine	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing 	<p>Class specific needs.</p> <p>Practicing mindfulness - how do I feel when I relax? How do I relax?</p> <p>Singing lullabies - twinkle twinkle little star, rock-a-bye baby.</p>
			Children in reception will be learning to: <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. 	Jigsaw: I know how to help myself go to sleep and understand why sleep is good for me.

			<ul style="list-style-type: none"> ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Use talk to organise thinking and activities, and to explain how things work and why they might happen (e.g. breathing increases as they need more air). ● Count objects, actions and sounds (e.g. steps in their morning/nightly routine). 	<p>Practicing mindfulness - how do I feel when I relax? How do I relax?</p> <p>Mood monsters - how do I feel when I relax?</p> <p>Class specific needs.</p>
PD	The Kiss that Missed	<p>Core vocabulary:</p> <p>throw catch kick dressed undressed skip hop stand kicking climb ball grip balance riding scissors paintbrush</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	<p>Big Question:</p> <p>Map knowledge - key features</p>

		<p>pencils moving dance safely</p> <p>Aspiration vocabulary: Pose position passing aiming control confidently precisely accurately independently gymnastics apparatus</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>PE - Dance - See separate planning.</p>
Literacy	The Kiss that Missed	<p>Full stops Capital letters Finger spaces Formation Word placement</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print ● Use some of their print and letter knowledge in their early writing ● Write some letters accurately. ● Write some of their name. 	<p>Little Wandle - Rhyme Time & Tuning into Sounds, see planning.</p>

		<p>Beginning, middle end Phoneme Digraph Trigraph Tricky words</p> <p>Destination Journey Travel Landscape</p> <p>Map – feature, location, direction, north, south, east, west.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital and full stop. ● Re-read what they have written to check that it makes sense. 	<p>Little Wandle - See planning.</p> <p>Drawing Club and helicopter stories. - poetry basket.</p> <p>Guided drawing</p> <p>Beginning to practice reciting the alphabet</p> <p>Writing about where my kiss would travel to</p> <p>Writing key features on a map – see UtW.</p>
Maths	"Ten Little Fingers and Ten Little Toes" by Mem Fox and Helen Oxenbury	<p>9, 10 ten frame subitise compare same more fewer order one more one less</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers ● Beginning to use understanding of number to solve practical problems in play and meaningful activities ● Beginning to recognise that each counting number is one more than the one before ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	

	<p>"The Button Box" by Margarette S. Reid</p> <p>"Rooster's Off to See the World" by Eric Carle</p>	<p>composition count altogether parts bonds to 10 doubles odd even</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects ● Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three ● In practical activities, adds one and subtracts one with numbers to 10 ● Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 	<p>White Rose - See planning.</p> <p>Building 9 and 10</p> <p>I can find 1 more and 1 less for a number up to 10</p> <p>I can see a whole number to 10 and it's parts</p> <p>I can explore different arrangements of 10</p> <p>I can explore bonds to 10 in 2 parts</p>
<p>UtW</p>	<p>The Kiss that Missed</p>	<p>Kiss King Castle Night Forest</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<p>Looking at maps and where roads are on maps</p> <p>Looking at journeys and distances on different maps</p>

	<p>Bird</p> <p>Owl</p> <p>Search</p> <p>Lost</p> <p>Friends</p> <p>Kingdom</p> <p>Adventure</p> <p>Explore</p> <p>Moonlight</p> <p>Magical</p> <p>Mysterious</p> <p>Journey</p> <p>Quest</p> <p>Location</p> <p>Pathway</p> <p>RE vocabulary</p> <p>Easter</p> <p>Jesus</p> <p>new life,</p> <p>Easter</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Draw information from a simple map. <p>LO: Say why Easter is a special time for Christians</p>	<p>1. Exploring Different Settings (People, Culture, and Communities)</p> <ul style="list-style-type: none"> • Castle Role Play: Set up a castle-themed play area with props like crowns, shields, and capes. Discuss who lives in castles and compare them to homes today. • Journey Map: Create a large map showing the prince's journey through the dark forest. Talk about different landscapes and how they might feel (e.g., scary, exciting). <p>2. Animal Exploration (The Natural World)</p> <ul style="list-style-type: none"> • Nocturnal vs. Diurnal Animals: Discuss animals in the story and whether they are awake at night or during the day. • Forest Animal Sorting: Provide pictures of different animals and let children "live in the forest" and "don't live in the forest." <p>3. Weather and Environment (The Natural World)</p> <ul style="list-style-type: none"> • Night and Day Discussion: Compare what happens at night and during the day. Use torches
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		<p>Christians Holy Week palm leaves cross Palm Sunday</p>		<p>and dark spaces to explore shadows.</p> <ul style="list-style-type: none"> ● Forest Sounds Listening: Play sounds of the forest and discuss what the children hear (e.g., owl hooting, rustling leaves). <p>4. Positional Language (Geography and Understanding Space)</p> <ul style="list-style-type: none"> ● Treasure Hunt: Hide a soft toy "prince" around the classroom and use positional language to describe where he is (e.g., behind the chair, under the table).
EAD	The Kiss that Missed	<p>Self-portrait Features Reflection Design Observation</p> <p>Map Location East, West, North, South Direction Destination</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity 	<p>See separate music planning</p> <p>Prince/Princess role play</p> <p>Creating simple maps</p>

			<ul style="list-style-type: none"> ● Explore colour and colour mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, solo or in groups. 	<p>See separate music planning</p> <p>Prince/Princess role play</p> <p>Creating simple maps</p> <p>Drawing/painting self-portraits as prince or princesses.</p> <p>Making crowns or shields as a home activity.</p>

Week 4 17.03.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
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C&L	Zog Dragon Post	<p>Ambition Skill Practice Determination Plan Doctors Health service Medical People who help us Illness, cure etc.</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Develop their pronunciation 	<p>Discussions: What would I like to be when I grow up?</p> <p>Visit from Doctor? – listening to the doctor and discussions about what doctors and nurses do to help us.</p>
		<p>Dragon Post: material, absorbency, swelling/growth.</p> <p>Doctors Health service Medical People who help us Illness, cure etc.</p> <p>Dragon Post: material, absorbency, swelling/growth.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Ask questions to find out more and to check they understand what has been said to them. ● Engage in non-fiction books ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Discussions: What skill would I like to learn (at Dragon School or elsewhere)?</p> <p>Visit from Doctor? – listening to the doctor and discussions about what doctors and nurses do to help us.</p> <p>Dragon Post: talking about how my dragon has hatched and about the material it was in.</p>

PSED		Safe Trusted Adults Friends Carers Consent Emergency Call for help Danger Safety Stranger	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing 	Class specific needs. Discussing safe adults - draw those who they trust.
			Children in reception will be learning to: <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Use talk to organise thinking and activities, and to explain how things work and why they might happen (e.g. breathing increases as they need more air). ● Count objects, actions and sounds (e.g. steps in their morning/nightly routine). 	Jigsaw: I know what a stranger is and how to stay safe if a stranger approaches me. (This session can be directed in the needs of the class - explore comments made) . Discussing safe adults. Class specific needs. Drawing circle of trust - trusted adults. Practicing consent.
PD	Zog Dragon Post	Core vocabulary: Throw catch skip kick climb ball grip balance riding scissors	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical 	Big Question: How people help us What can a doctor do for us? Design a dragon and an egg

		<p>paintbrush pencils move dance safely paint</p>	<p>statues.</p> <ul style="list-style-type: none"> ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	
		<p>Aspiration vocabulary: resources position passing aiming control confidently precisely accurately independent movement gymnastics apparatus agile</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>PE - See separate planning.</p> <p>Threading – Through colanders/ Spaghetti / Hama beads. Finger painting rockets</p> <p>Cosmic yoga – space.</p>
Literacy	Zog	<p>Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print ● Use some of their print and letter knowledge in their early writing ● Write some of their name ● Write some letters accurately. 	<p>Little Wandle - Rhyme Time & Tuning into Sounds, see planning.</p> <p>Writing about what we want to be when we grow up</p> <p>Practicing the alphabet</p>

		<p>Digraph Trigraph Tricky words</p> <p>Choice Outcome Decision making Options Instructions Directions Fact finding Lists Labels</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Write short sentences with words with known letter-sound correspondences using a capital and full stop. ● Re-read what they have written to check that it makes sense. 	<p>Little Wandle - See planning.</p> <p>Drawing Club and helicopter stories. - poetry basket.</p> <p>Guided drawing</p> <p>Beginning to practice reciting the alphabet</p> <p>Handwriting practice</p> <p>Writing about what I would like to be when I grow up</p> <p>Dragon Post: writing letters to the dragon.</p>
Maths	"Ten Little Fingers and Ten Little Toes" by Mem Fox and Helen Oxenbury	<p>9, 10</p> <p>ten frame</p> <p>subitise</p> <p>compare</p> <p>same</p> <p>more</p> <p>fewer</p> <p>order</p> <p>one more</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers ● Beginning to use understanding of number to solve practical problems in play and meaningful activities ● Beginning to recognise that each counting number is one more than the one before ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<p>White Rose - See planning.</p>

		<p>one less composition count altogether parts bonds to 10 doubles odd even</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects ● Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three ● In practical activities, adds one and subtracts one with numbers to 10 ● Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ 	<p>White Rose - See planning. Building 9 and 10 I can explore bonds to 10 in 3 parts I can find and make a double to 10 I can recognise odd and even numbers</p>
UtW	Zog Dragon Post	<p>Dragon Fly School Doctor Hurt Medicine</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	

	<p>King</p> <p>Princess</p> <p>Wings</p> <p>Strong</p> <p>Patient</p> <p>Treatment</p> <p>Adventure</p> <p>Magical</p> <p>Healthcare</p> <p>Courage</p> <p>Problem-solving</p> <p>Diagnose</p> <p>Heal</p> <p>Brave</p> <p>RE vocabulary Easter Jesus new life Easter</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Draw information from a simple map. <p>RE LO: to recognise some symbols Christians use during Holy Week</p>	<p>1. Exploring Dragons & Real Animals (The Natural World)</p> <ul style="list-style-type: none"> ● Dragon vs. Real Animals: Compare dragons to real creatures like lizards and birds. Discuss what makes dragons fictional. ● Flying Experiment: Use paper airplanes or feathers to explore what helps things fly. <p>2. Learning About Jobs & Helping Others (People, Culture, and Communities)</p> <ul style="list-style-type: none"> ● People Who Help Us: Princess Pearl becomes a doctor—talk about real-life doctors, nurses, and how they help people. ● Dress-Up Role Play: Set up a doctor’s area with bandages, toy stethoscopes, and soft toys to “heal.” <p>3. Exploring Fire & Safety (The Natural World & Science)</p> <ul style="list-style-type: none"> ● Fire Safety Discussion: Talk about why dragons breathing fire could be dangerous and discuss fire safety. ● Candle Experiment: Carefully (with adult help), show how fire
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		Christians Holy Week palm leaves cross Palm Sunday		<p>needs air to burn by covering a candle with a glass.</p> <p>4. Map Making & Positional Language (Geography and Understanding Space)</p> <ul style="list-style-type: none">● Zog's Flying Route: Draw a simple map of Zog's journey through the dragon school.● Obstacle Course: Set up a dragon with jumping, balancing, and flying (pretend to flap wings). <p>5. Weather & Environment (The Natural World)</p> <ul style="list-style-type: none">● Dragon Habitats: Discuss where a dragon might live—mountains, caves, forests—and compare to real habitats.● Cloud Watching: Go outside and look for cloud shapes—can they spot any dragon-shaped ones?
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EAD	Zog Dragon Post	Paint Colours (primary) Colours (Secondary) Design Feature Sticking Stuck Character	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity ● Explore colour and colour mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	<p>See separate music planning</p> <p>Learn an Easter song</p> <p>Design a simple dragon</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas ● and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	<p>Designing dragons using egg boxes – see The Egg Box Dragon by Richard Adams.</p>

Week 5 24.03.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	The Castle the King Built	Old New Change Feature Enjoyment Observation Portcullis Draw bridge Maze Topiary crenulations	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<p>Discussions: talking about life in a castle – sharing reflections and observations from the class trip to a castle.</p> <p>I am the king – circle game. (Like Simon says)</p>

		<p>Different roles within the castle (various names, ie. Knights, Merchants)</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen. ● Engage in non-fiction books. ● Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Discussions: talking about life in a castle – sharing reflections and observations from the class trip to a castle..</p> <p>I am the king – circle game. (Like Simon says)</p> <p>Discussions about the different roles in a castle – explored in the core text – also see BBC teach.</p> <p>Talking about castle building in EAD.</p>
PSED		<p>Germ Dirty Clean Wash Hygiene Spread Digest</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing 	<p>Class specific needs.</p> <p>Germ experiment - using soap and herbs.</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Use talk to organise thinking and activities, and to explain how things work and why they might happen (e.g. breathing increases as they need more air). ● Count objects, actions and sounds (e.g. steps in their morning/nightly 	<p>Jigsaw: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>Practicing hand washing.</p> <p>Germ experiment - using soap and herbs.</p> <p>Class specific needs.</p>

			routine).	
PD	The Castle the King Built	Core vocabulary: Throwing catching skipping kicking climbing balance riding scissors paintbrush pencils moving dancing safely Aspiration vocabulary: position grip	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	Who worked in a castle Castles around the world - features BBC teach

		passing aiming control confidently precisely accurately independently movement gymnastics apparatus	Children in reception will be learning to: <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	PE - See separate planning.
Literacy	The Castle the King Build	Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print ● Use some of their print and letter knowledge in their early writing. ● Write some letters accurately. ● Write some or all of their name. 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.
		Space The Universe Space Travel Planets Different planet conditions How to adapt to different conditions.	Children in reception will be learning to: <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	Little Wandle - See planning. Drawing Club and helicopter stories. - poetry basket. Guided drawing Beginning to practice reciting the alphabet Handwriting practice. Writing about castle trip, if appropriate

			<ul style="list-style-type: none"> ● Write short sentences with words with known letter-sound correspondences using a capital and full stop. ● Re-read what they have written to check that it makes sense. 	<p>Labelling a castle</p> <p>Writing about what role I would like in a castle.</p>
Maths	<p>"Captain Invincible and the Space Shapes" by Stuart J. Murphy</p> <p>"The Greedy Triangle"</p>	<p>2d shape</p> <p>3d shape</p> <p>stack</p> <p>roll</p> <p>flat</p> <p>curved</p> <p>cube</p> <p>sphere</p> <p>cone</p> <p>cylinder</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Chooses items based on their shape which are appropriate for the child's purpose ● Responds to both informal language and common shape names ● Shows awareness of shape similarities and differences between objects ● Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes ● Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<p>White Rose - See planning.</p>

	<p>by Marilyn Burns</p> <p>"Cubes, Cones, Cylinders, & Spheres" by Tana Hoban</p> <p>"Shapes, Shapes, Shapes" by Tana Hoban</p>	<p>squared-based pyramid pattern environment</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 	<p>White Rose - See planning.</p> <p>Explore 3d shapes</p> <p>I can name and describe 3d shapes</p> <p>I can find 2d shapes within 3d shapes</p> <p>I can choose 3d shapes for different tasks</p> <p>I can find 2d and 3d shape sin the environment</p> <p>Identify and explore 3D shapes in space.</p> <p>Exploring combining shapes.</p>
UtW	<p>The Castle the King Built</p> <p>Noah's Ark</p>	<p>Core Vocabulary</p> <p>Castle</p> <p>King</p> <p>Queen</p> <p>Tower</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue developing positive attitudes about the differences between people. • Explore how things work. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<p>Where does Aladdin come from - comparison to our country</p>

		<p>Walls</p> <p>Moat</p> <p>Door</p> <p>Window</p> <p>Build</p> <p>Strong</p> <p>Aspirational Vocabulary</p> <p>Fortress</p> <p>Kingdom</p> <p>Defense</p> <p>Architecture</p> <p>Medieval</p> <p>Courtyard</p> <p>Drawbridge</p> <p>Soldier</p> <p>Protect</p> <p>Structure</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Draw information from a simple map. 	<p>1. Exploring Castles & Homes (People, Culture, and Communities)</p> <ul style="list-style-type: none"> ● Castle Role Play: Set up a castle-themed play area with crowns, shields, and pretend banquet food. ● Compare Homes: Show pictures of castles and modern homes—how are they different? Who lived in castles? <p>2. Jobs in a Castle (People, Culture, and Communities)</p> <ul style="list-style-type: none"> ● Medieval Jobs Sorting: Talk about different castle jobs (knights, cooks, blacksmiths). Compare them to modern jobs. ● Act it Out: Let children dress up and act as different castle workers (e.g., serve food like the cook, pretend to fight like a knight). <p>3. Materials & Building (The Natural World & Science)</p> <ul style="list-style-type: none"> ● Building a Castle Experiment: Use different materials (Lego, blocks, cardboard) to build castles. Test which is the strongest.
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		<p>RE vocabulary Easter Jesus new life Easter Christians Holy Week palm leaves cross Palm Sunday</p>	<p>LO: Why is Easter a special time for Christians? Complete an end of topic class summary page</p>	<ul style="list-style-type: none"> ● Stone vs. Wood: Explore different materials and why castles were made of stone. <p>4. Positional Language & Mapping (Geography and Understanding Space)</p> <ul style="list-style-type: none"> ● Castle Map Making: Draw a simple map showing different parts of a castle (moat, tower, drawbridge). ● Treasure Hunt: Hide a toy crown and use positional language to help children find it (e.g., “It’s behind the chair,””). <p>5. Weather & the Environment (The Natural World)</p> <ul style="list-style-type: none"> ● Castle Defenses & Weather: Talk about how moats, thick walls, and towers protected castles from weather and enemies. ● Seasonal Changes: Discuss what life in a castle might be like in summer vs. winter.
<p>EAD</p>	<p>The Castle the King Built</p>	<p>Strong Weak Design Feature Label Method</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. 	<p>Making a castle with different building materials</p>

		Wobble factor Design Appraisal Adaptation Presentation	<ul style="list-style-type: none"> ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity ● Explore colour and colour mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	Making a castle with different building materials, including junk modelling materials (use of design sheets prior to building; appraisal and adaptation; presentation of work).

Week 6 03.04.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
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C&L	Individual School Choice – follow on from school trip? Easter	Experience Learning Trip Enjoyment Questions Answers Enquiry Preferences	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Use talk to organize themselves and their play. 	Talking about the trip – what did they learn, what did they like? Listening to instructions Talking about Easter plans
			Children in reception will be learning to: <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Engage in non-fiction books. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	Talking about the trip – what did they learn, what did they like/what are they looking forward to? Listening to instructions Composing a list of questions we would like to find answers to. Talking about Easter plans
PSED		Safe Trusted Adults Friends Carers Consent Emergency Call for help	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing 	Class specific needs.

		<p>Danger Safety Stranger</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Use talk to organise thinking and activities, and to explain how things work and why they might happen (e.g. breathing increases as they need more air). ● Count objects, actions and sounds (e.g. steps in their morning/nightly routine). 	<p>Jigsaw: I understand the link between what I learn now and the job I might like to do when I'm older - link to people who help us.</p> <p>Class specific needs.</p>
<p>PD</p>	<p>Individual class interests</p> <p>Easter</p>	<p>Core vocabulary: throwing catching skipping kicking climbing balance riding scissors paintbrush pencils moving dancing safely</p> <p>Aspiration vocabulary: position grip</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	

		passing aiming control confidently precisely accurately independently movement gymnastics apparatus	Children in reception will be learning to: <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	PE - See separate planning.
Literacy	Individual class interests Easter	Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words Blending Segmenting Proof reading – reading back Upper case and lower case	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.
			Children in reception will be learning to: <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	Little Wandle - See planning. Little Wandle - See planning. Drawing Club and helicopter stories. - poetry basket. Guided drawing Beginning to practice reciting the alphabet Handwriting practice.

				Individual school choice – plans for the holiday? Reflections on the trip? Thank you letters to parent helpers?
Maths	"Round Is a Tortilla" by Roseanne Greenfield Thong –	2d shape 3d shape stack roll flat curved	3 and 4-year-olds will be learning to:	White Rose - See planning.
	"Albert Is Not Scared" by Eleanor May "Mouse Shapes" by Ellen Stoll Walsh "Shapes Are Everywhere!" by	cube sphere cone cylinder squared-based pyramid pattern environment	Children in reception will be learning to:	White Rose - See planning. Explore 3d shapes I can see more complex patterns I can copy and continue a pattern I can notice patterns in the environment
			<ul style="list-style-type: none"> Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines 	
			<ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	

	<p>Charles Ghigna</p> <p>"Shape by Shape" by Suse MacDonald</p> <p>"The Shape of Things" by Dayle Ann Dodds</p>			
UtW	<p>Individual class interests</p> <p>Easter</p>	<p>Core Vocabulary</p> <p>Easter</p> <p>Egg</p> <p>Bunny</p> <p>Spring</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	
		<p>Flower</p> <p>Hunt</p> <p>Chocolate</p> <p>Basket</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. 	<p>1. Exploring Easter Traditions (People, Culture, and Communities)</p> <ul style="list-style-type: none"> ● Easter Around the World: Show pictures of how different countries celebrate Easter (e.g., egg rolling, Easter parades).

		<p>Celebrate</p> <p>Church</p> <p>Aspirational Vocabulary</p> <p>Tradition</p> <p>Resurrection</p> <p>Festival</p> <p>Symbol</p> <p>Bunny trail</p> <p>Bloom</p> <p>Renewal</p> <p>Rebirth</p> <p>Community</p> <p>Egg rolling</p>	<ul style="list-style-type: none"> ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Draw information from a simple map. 	<ul style="list-style-type: none"> ● Why Do We Celebrate Easter?: A simple, child-friendly discussion on Easter as a religious festival and how people celebrate with family, food, and traditions. <p>2. Animals & New Life (The Natural World)</p> <ul style="list-style-type: none"> ● Baby Animals Matching: Match pictures of baby animals (chicks, lambs, bunnies) to their adult versions. ● Egg Hatching Exploration: Talk about how chicks hatch from eggs—watch a time-lapse video of a chick hatching! <p>3. Materials & Changes (The Natural World & Science)</p> <ul style="list-style-type: none"> ● Egg Experiment: Try different ways to make eggs change—boiling, dyeing, or dissolving eggshells in vinegar! ● Chocolate Melting: Explore how heat changes solid chocolate into liquid—great for making Easter nests! <p>4. Positional Language & Mapping (Geography and Understanding Space)</p> <ul style="list-style-type: none"> ● Easter Egg Hunt: Hide eggs around the room or garden and
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				<p>use positional language to help children find them (e.g., “It’s behind the chair”).</p> <ul style="list-style-type: none"> ● **Simple Map a map of an Easter egg hunt with key locations marked. <p>5. Spring & Seasonal Changes (The Natural World)</p> <ul style="list-style-type: none"> ● Signs of Spring Walk: Go outside and look for blossom, birds, and new leaves—how does the world change in spring? ● Planting Activity: Grow cress or flowers in eggshells and talk about what plants need to grow.
EAD	Individual class interests Easter	Easter Egg Dyeing Easter traditions Collage Cutting Sticking	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity ● Explore colour and colour mixing. ● Listen with increased attention to sounds. 	<p>See separate music planning</p> <p>Easter egg dyeing.</p> <p>Creating Easter decorations</p> <p>Collaging different Easter characters</p>

		<ul style="list-style-type: none"> ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Play instruments with increasing control to express their feelings and ideas. 	
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, solo or in groups. 	<p>See separate music planning</p> <p>Easter egg dyeing.</p> <p>Creating Easter decorations (salt dough?)</p> <p>Collaging different Easter characters</p>