



The Creative Learning Journey

Foundation Stage

S

Knowledge and Understanding of the World

Design Technology

- Investigate and explore objects and construction materials using their senses.
- Build and construct, with a purpose in mind, using a wide range of objects selecting appropriate resources and adapting where necessary.
- Select tools and techniques for different purposes: shaping assembling and joining materials.
- Find out about and identify the uses of everyday technology.

Geography

- Show an interest in the world in which they live.
- Comment and ask questions about where they live and the natural world.
- Observe, find out about, identify and comment on features in the place they live.
- Begin to Identify differences.

History

- Make short term future plans.
- Begin to differentiate between past and present using time related words.
- Discuss present events in their own lives and in those of their families and other people they know.

ICT

- Know how to operate simple equipment.
- Move and click the mouse and watch the screen to see cursor stop at the target.
- Find out about and identify the uses of everyday technology.
- Complete a simple program on the computer.
- Click the mouse on a target and move cursor to next target.

RE - Learning About Religion

- Ask and answer questions about religion and culture.

Science

- Show curiosity about things around you.
- Observe, manipulate and explore objects.
- Describe simple features of objects and events.
- Examine objects and living things to find out more about them.
- Investigate objects and materials by using all of their senses as appropriate.
- Predict what might happen.
- Look closely at similarities, differences, patterns and change.

Personal, Social and Emotional Development

PSED Preparing to play an active role as citizens

- Develop positive self-esteem.
- Show developing empathy for others.

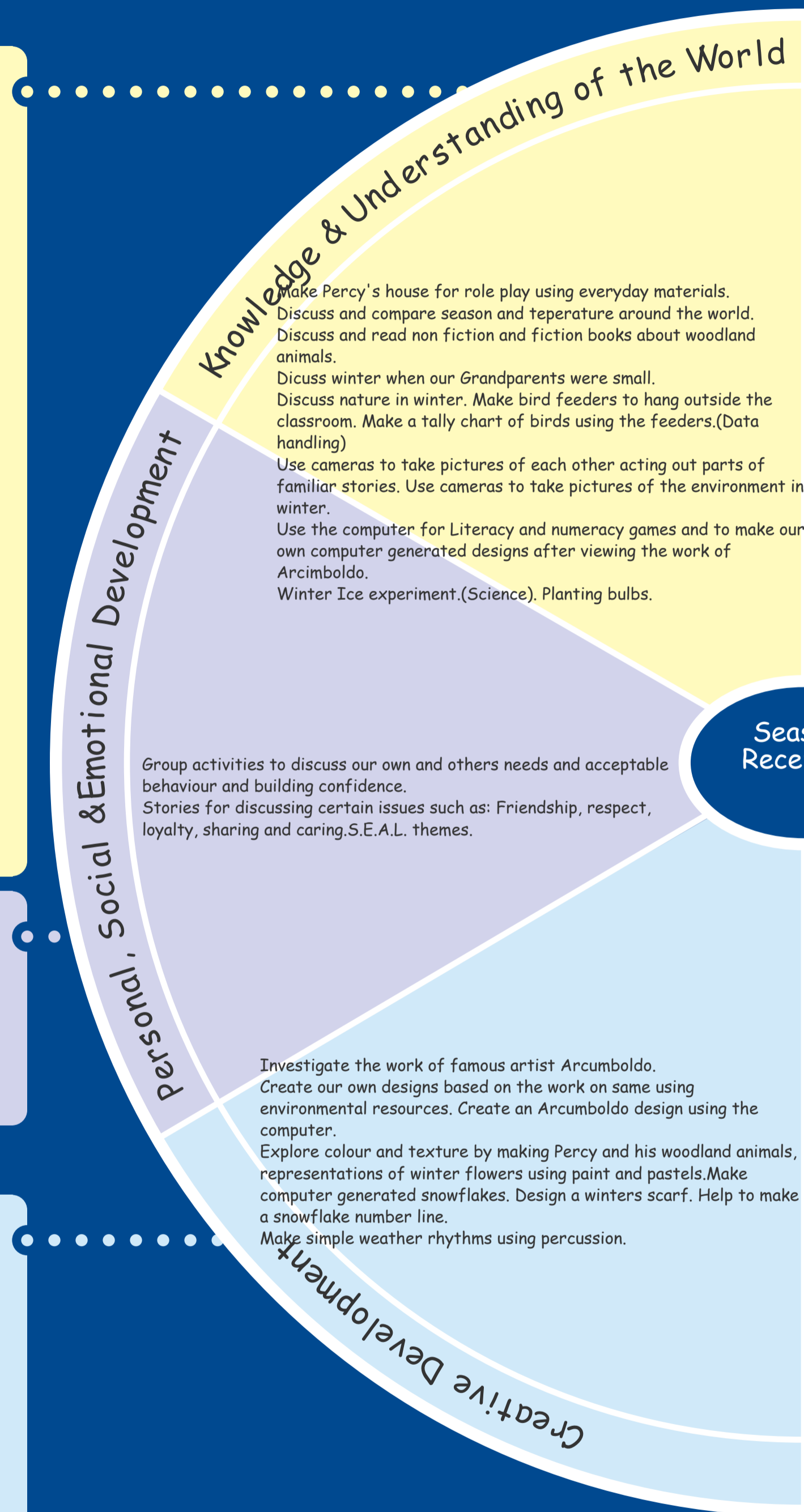
Creative Development

Art

- Explore colour, texture, shape, form and space in two or three dimensions, using different tools.
- Begin to use materials in a creative way.
- Explore different media and responds to a variety of sensory experiences. Engages in representational play
- Use materials and techniques creatively.
- Express views about their own work.

Music

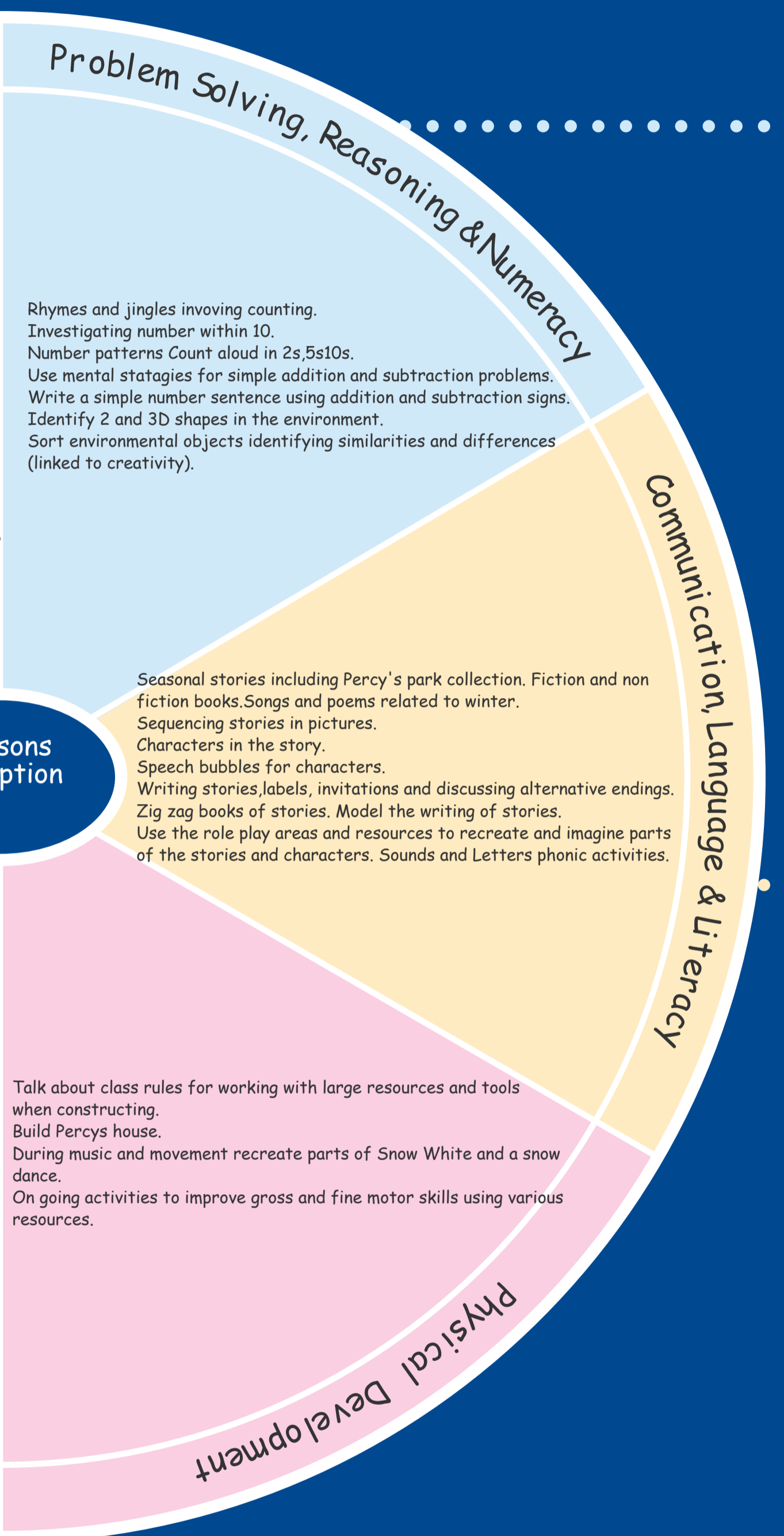
- Use their voice to sing favourite songs.
- Make different sounds.
- Make simple repeated rhythms.
- Copy simple repeated rhythms.





Seasons

Reception



Rhymes and jingles involving counting.
Investigating number within 10.
Number patterns Count aloud in 2s,5s,10s.
Use mental strategies for simple addition and subtraction problems.
Write a simple number sentence using addition and subtraction signs.
Identify 2 and 3D shapes in the environment.
Sort environmental objects identifying similarities and differences (linked to creativity).

Seasonal stories including Percy's park collection. Fiction and non fiction books. Songs and poems related to winter.
Sequencing stories in pictures.
Characters in the story.
Speech bubbles for characters.
Writing stories, labels, invitations and discussing alternative endings.
Zig zag books of stories. Model the writing of stories.
Use the role play areas and resources to recreate and imagine parts of the stories and characters. Sounds and Letters phonic activities.

Talk about class rules for working with large resources and tools when constructing.
Build Percys house.
During music and movement recreate parts of Snow White and a snow dance.
On going activities to improve gross and fine motor skills using various resources.

Problem Solving, Reasoning & Numeracy

- Calculating**
 - Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.
 - Begin to use the vocabulary involved in adding and subtracting, in practical activities.
 - Share objects into equal groups and count how many in each group.
- Counting and Understanding Number**
 - Know that numbers identify how many objects are in a set.
 - Count reliably up to 10 everyday objects.
 - Estimate how many objects they can see and check by counting.
 - Recognise differences in quantity when comparing sets of objects
 - Use language such as 'more' or 'less' to compare two numbers.
 - Recognise numerals 1 to 9.
- Handling Data**
 - Sort familiar objects to identify their similarities and differences.
- Knowing and Using Number Facts**
 - Observe number relationships and patterns in the environment.
 - Find one more or one less than a number from 1 to 10.
- Measuring**
 - Use everyday language related to time: order and sequence familiar events and measure short periods of time.
- Using and Applying Maths**
 - Use developing mathematical ideas and methods to solve practical problems.
 - Sort objects, making choices and justifying decisions.
 - Talk about, recognise and recreate simple patterns.
- Understanding Shape**
 - Experiment with a range of objects and materials showing some mathematical awareness
 - Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

Communication, Language and Literacy

- Creating and shaping texts**
 - Experiment with mark making, sometimes ascribing meaning to the marks.
 - Attempt writing for various purposes, using features of different forms such as lists, stories and instructions.
- Drama**
 - Use language to imagine and recreate roles and experiences.
- Engaging with and responding to texts**
 - Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions.
 - Use language to imagine and recreate roles and experiences.
- Group discussion and interaction**
 - Interact with others, negotiating plans and activities and taking turns in conversation.
- Listening and responding**
 - Join in with rhyming and rhythmic activities.
 - Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
 - Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Speaking**
 - Enjoy listening to and using spoken and written language and readily turn to it in play and learning.
 - Speak clearly and audibly with confidence and control and show awareness of the listener.
- Text structure and organisation**
 - Attempt writing for various purposes, using features of different forms such as lists, stories and instructions.
- Understanding and interpreting texts**
 - Is developing an interest in books
 - Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Word recognition: decoding (reading) and encoding (spelling)**
 - Explore and experiment with sounds, words and texts.
 - Link some sounds to letters.
 - Link sounds to letters, naming and sounding the letters of the alphabet.
 - Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.
 - Hear and say sounds in words in the order in which they occur.

Physical Development

- Acquiring and Developing Skills**
 - Demonstrate coordination and control in large and small movements, and in using a range of tools and equipment
 - Demonstrate fine motor control and coordination
 - Moves spontaneously, showing some control and coordination
 - Usually show appropriate control in large- and small scale movements
- Evaluating and Improving Performance**