









	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>Overarching EYFS Theme (Overarching themes are fluid learning opportunities, tailored to local context at St Mewan, to facilitate our delivery of a broad and balanced curriculum, complementing our planning and assessment model.</p>	<p>Will you hold my hand?</p> 	<p>What happens if?</p> 	<p>Amazing animals how and why?</p> 	<p>Are the lights sparkly?</p> 	<p>Will you go down to the woods today?</p> 	<p>What is Beneath the Waves?</p> 
<p>Trips and Parental Involvement</p>	<ul style="list-style-type: none"> • St Austell Library – Showtime <i>Getting to know our local community and places to come together.</i> • RWI Information Session for parents. • Parents Evening 	<ul style="list-style-type: none"> • Wheal Martin – <i>Our China Clay and Mining Heritage.</i> • Maths Workshop for Parents • The Importance of Play Evening • 	<ul style="list-style-type: none"> • Welly Walk Around Trewoon – <i>Animals and plants in our locality</i> • Parents invited to come on our Welly Walk 	<ul style="list-style-type: none"> • Griggs Restaurant – <i>Getting to know our local community and farming heritage.</i> • <i>Supporting local businesses.</i> • Christmas Sing-Along with parents. 	<ul style="list-style-type: none"> • Lanhydrock House and Woods – <i>Homes through history</i> • Easter Bonnet Parade with parents 	<ul style="list-style-type: none"> • Gorran Beach Visit – <i>Beaches, boats and rockpools</i> • Parents Evening
<p>Characteristics of Effective Teaching</p>	<p>Playing and Exploring: <i>Children investigate and experience things, and ‘have a go’.</i> Children are exposed to learning opportunities that capitalise on the rich, local context of St Mewan (and the wider locality) and access first-hand experiences to explore, investigate and take risks. Children actively participate in their own play, developing a large store of information and experiences to draw on, all of which positively support their learning and development.</p>					

<p>and Learning (The Characteristics of Effective Teaching and Learning are used to guide our planning and assessment strategies. They are critical in ensuring we provide provision that meets the needs of all learners, recognising that each unique child develops at their own rate)</p>	<p>Active Learning: <i>Children concentrate, keep on trying if they encounter difficulties and enjoy achievements.</i> Children initiate purposeful and relevant play by exploring stimulating, inventive, imaginative, varied, open-ended resources, all of which are freely available and adapted to reflect overarching themes and emerging interests. Children embody the 'Port Isaac Way' and thrive as strong and independent members of the school community.</p> <p>Creating and Thinking Critically: <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i> Children consistently experience visual prompts for the routine, so that they can accurately predict and make connections with previous experiences. Children's thinking is challenged through exposure to new and inspiring resources. Children are afforded opportunities to explore these resources freely and make connections. Children experience rich opportunities to engage in experiential and imaginative play, developing resilience and confidence as they build on their experiences and establish links to the wider world around them.</p>
	<p><i>Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development</i></p> <p>– The Statutory Framework for the Early Years Foundation Stage (Department for Education, 2023)</p> <p>The EYFS team at St Mewan CP School utilise a Focus Child model in both our Nursery and Reception classrooms. With our parents and carers as partners, we regularly gather feedback from home to identify what inspires our children and what their current interests are. With this information, our EYFS team carefully plan enhanced learning opportunities for each unique child. These learning opportunities complement our overarching themes (which are adapted as required to reflect our children's emerging interests) and are planned to provide skill-specific challenge and, most importantly, to put our children at the forefront of our EYFS curriculum.</p> <p>We have invested significantly in the EYFS provision available to our children at St Mewan School, both indoors and outdoors, and have developed an enabling environment that provides stimulating opportunities for purposeful, child-led play. We champion the importance of play and recognise that is essential for children's development. Our school mission statement, <i>"Where learning, laughter and friendship are shared."</i>, is woven into our daily teaching and learning to promote positive interactions and relationships, and to equip our children with the skills and confidence to become strong and independent members of our school community. Ultimately, this prepares our children to continue their learning journey successfully into Key Stage 1.</p>
<p style="text-align: center;">Communication and Language</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a</p>	

range of contexts, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children engage in settling in activities Children build foundations of friendships Children talk about experiences that are familiar to them Children describing family routines and special occasions Children show an interest in the lives of other people Children begin to follow instructions (settling in, putting my things away) Adults model talk and routines through the day. Adult completes NELI assessments.	Children ask how and why questions. Children remember key points from a story. Children ask questions to find out more and to check they understand what has been said to them. Children can describe past events. Children can listen to and talk about stories to build familiarity and understanding. Children learn rhymes, poems and songs.	Children can talk about similarities and differences between things in the past and now. Children can talk about the experiences I have had at different points in the school year	Children retell stories Children use story language Children listen and responding to stories Children follow two instructions. Children takes part in small group discussions. Children begin to understand how to listen carefully and why listening is important. Children identified that part in NELI Interventions.	Children can recite poems and songs. Children can listen to and engage in and talk about selected non-fiction Children can articulate their ideas and thoughts into well-formed sentences Children ask questions to find out more.	Children listen attentively and respond to what they hear with relevant questions, comments. Children make comments about what they have heard and ask questions to clarify their understanding. Children can engage in back-and-forth exchanges. Children can offer explanations for why things might happen, making use of recently introduced vocabulary. Children can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Emotional and Social Development

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children can select and use activities and	Children find solutions to conflicts	Children can identify and moderate their own	Children show more confidence in new social	Children see themselves as a valuable individual and build	Children show confidence outside of the EYFS ie –

	resources and ask for help when needed. Children begin to develop their sense of responsibility and membership of a school community. Children become more outgoing with people outside of their family circle, in the safe context of their setting.	and rivalries – sharing dressing up clothes, sharing the favourite bike etc. Children begin to remember rules without needing an adult to support them. Children use language to describe feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children begin to show an understanding of how others might be feeling.	feelings socially and emotionally. Children understand know and talk about factors that effect their health and well being. Children manage their own hygiene needs. Children show confidence in new social situations i.e Welly Walk in Trewoon where some children may have adults accompanying them and some may not. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	situations ie – Christmas Sing-Along visit to Griggs. Children can extend and elaborate play ideas with one or more other children. Children begin to find solutions to conflicts and rivalries – sharing dressing up clothes, sharing the favourite bike etc. Children increasingly follow rules and understanding why they are important to maintain a safe and supportive environment for all. 6045 228 Children become increasingly independent in meeting their own care needs. Children make healthy choices about food, drink, activity and toothbrushing.	constructive and respectful relationships. Children express their feelings and consider the feelings of others. Children demonstrate resilience and perseverance when they face challenge and 'give it a go'. Children think about the perspective of others. Child develop socially appropriate ways of being assertive.	transition into the Year 1 classroom and environment. Children become more outgoing with people outside of their family circle and EYFS setting. Children set and work towards simple goals, being able to wait for what they want. Children show attention to what the teacher says when engaged in activity and show an ability to follow instructions involving ideas or actions. Children can explain the need for rules. Children know right from wrong and behave in accordance with their understanding. Children play cooperatively. Children form positive attachments to others.
Jigsaw concepts discussed during CP and small group activities.	Being Me in My World Self-identity, feelings, rights and responsibilities, being kind and working together.	Celebrating Difference Identifying talents, families, being special, making friends and standing up for yourself.	Dreams and Goals Goals, challenges, perseverance and resilience.	Healthy Me Exercising bodies, physical activity, personal hygiene, healthy eating and staying safe.	Relationships Family life, friendships, falling out, anti-bullying and respect for self.	Changing Me Respecting my body, growing up, growth & change, and fun & fears.

Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked

to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception (Seals)	Children begin to develop skills to thread, cut, weave and manipulate playdough and other malleable materials Fine Motor activities within the Learning Landscape. Children can draw lines and circles using gross motor movements during independent mark making exploration inside and outside, the Drawing Club sessions. Children demonstrate they hold pencil/paint brush and a range of tools beyond whole hand grasp. Children begin to show independence as they get dressed and undressed.	Children are able to use and remember sequences and patterns of movements which are related to music and rhythm. This to take place across the Learning Landscape and during music sessions with Mrs Harvey. Children use a comfortable grip when using pen/pencils and other mark making tools. Children can hop, skip and stand on one leg.	Children become more fluent in movement showing the skills of control, grace, balance and stillness. Childrens core muscle strength enables them to achieve and maintain good posture when sitting at a table or on the floor. Children can catch, throw, kick pass, aim and bat a ball. Children can line up and queue when going to the dinner hall, assembly and during other whole class transitions. Children have the foundations of a handwriting style that is fast, accurate and efficient.	Children develop muscle tone to put pencil pressure on paper and other materials. Children can use tools to effect changes to materials across the Learning Landscape. Children demonstrate a preference for dominant hand and use this preference consistently during play. Children show some correct letter formation during handwriting, Drawing Club, RWI and independent writing. Children develop moving, riding, balancing and ball skills. Children begin to collaborate with others to manage large items i.e. building bricks and guttering in the sand and water garden.	Children are secure in using one handed tools and equipment i.e. using tweezers to pick up items and scissors to make snips in paper. Children independently and appropriately match skills appropriately to tasks i.e whether to run, crawl walk across the community playthings planks based on their length. Children demonstrate mostly correct letter formation. Children begin to take part in group activities that they make up themselves our in teams, this could be with fixed or non-fixed resources i.e footballs and goals or den building resources. fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and jumping in their independent plan with adults to support if needed.	Children can negotiate space and obstacles safely, with consideration for themselves and others. This includes fixed and non-fixed obstacles. During play children show strength, balance and coordination. Children move energetically when appropriate such as running, jumping, hopping, skipping and climbing. Children consistently hold a pencil effectively in preparation for fluent writing, using the tripod grip in most cases. Children safely use a range of small tools, including scissors. paint brushes and cutlery. Children independently get dressed and undressed. Children draw accurately and with care during activities in the Learning Landscape and during adult led literacy activities.
Literacy						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B

<p>Reception</p> <p>Suggested texts but these are subject to change based on the childrens interests and adult observations</p>	<p>Children can tell you their favourite book, song or rhyme. Can enjoy rhyming activities in books and spoken word. Children recognise rhyming words and alliteration. .Children show a love of reading through looking at illustrations and print in books.</p> <p>The Gruffalo Not Now Bernard TT – Jack and the Beanstalk TT – The Gingerbread Man AFTP- Wacky Races</p> <p>Children ‘have a go’ at, mark making with a positive attitude and resilience. Children begin to meaning to the marks that they have made. Children attempt to write their names with support or an adult or independently. Children use initial sounds in their writing. Children mark make across the Learning Landscape without the support of adults.</p>	<p>Children answer simple questions about texts that they are familiar with. Children use words that they are familiar with to check their reading makes sense.</p> <p>The Hairy Toe A Dark, Dark Tale TT – The Three Little Pigs TT – The Enormous Turnip AFTP – Pop Eye Pink Panther</p> <p>Children securely write CVC words and initial sounds. Children use the Set 1 sounds that they have learnt during RWI in their mark making across the Learning Landscape. Children begin to use some ‘special friends’ and some Set 2 sounds in their writing. Children use the letter formation skills taught in RWI when</p>	<p>Children begin to notice if their reading makes sense Children use what they already know to help with their reading Children can say some rhymes by heart. Children sometimes notice errors Children now that illustrations can help make sense of reading.</p> <p>Where the Wild Things Are Would you Rather? TT – The Three Billy Goats Gruff TT – White Hen and the Fox AFTP – The Magic Roundabout Willow the Whip.</p> <p>Children begin to explore sentence construction and be introduced to capital letters, finger spaces and full stops. Children write captions, phrases and begin to write simple sentences. Children use Set 1 and 2 sounds in their writing and form these letters correctly. Children have the foundations of a handwriting style that is fast, accurate and efficient.</p>	<p>Children can talk about events and characters in a story. Children can continue a rhyming string i.e mat, hat, cat ... Children can fill in missing words in well known rhymes.</p> <p>Going on a Bear Hunt What’s in a Witches Kitchen TT- The Little Red Hen TT – Chicken Licken AFTP – Mr Benn – Zookeeper Roadrunner</p> <p>Children ‘have a go at’ writing CVC words and codes. Children are secure in writing their names. Children use the sounds that they have learnt during RWI in their mark making across the Learning Landscape. Children use the letter formation skills taught in RWI when mark making across the Learning Landscape.</p>	<p>Children demonstrate understanding of what they have read. Children repeat words or phrases to check their reading.</p> <p>JE M’HABILLE ET... JE TE CROQUE Room on a Broom TT – The Magic Porridge Pot TT – Hansel and Gretal AFTP – Trap Door Bat Fink</p> <p>Children create their own story maps that includes written text in the form of CVC words and phrases and captions. Children begin to write phrases and captions. Children use the Set 1 and some Set 2 sounds in the writing they complete across the Learning Landscape. Children use the letter formation skills taught in RWI when mark making across the Learning Landscape.</p>	<p>Children can show understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and through the Learning Landscape.</p> <p>The Snail and the Whale Pirate Pete TT – Goldilocks and the Three Bears TT- The Frog Prince AFTP – Captain Pugwash</p> <p>Children write recognisable letters, most of which are correctly formed. Children spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others. Children draw accurately and with care during activities in the Learning Landscape and during adult led literacy activities.</p>
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		mark making across the Learning Landscape. Children use a comfortable grip when using pen/pencils and other mark making tools.				
Read Write Inc. (Reception only)	Children access Making a Strong Start RWI activities. Children recognise the first 16 RWI sounds and end the half term being ready to join Set 1 Group B. Children take part in daily RWI Sessions.	By the end of Spring Term 1 children to be assessed and able to move into White Ditty Group.	By the end of Summer Term 1 children to be assessed and able to move into Green Group.	By the end of Autumn Term 2 children to be assessed and able to move in to Set 1 Group C.	By the end of Spring Term 2 children to be assessed and able to move into Red Group.	By the end of Summer Term 2 children to be assessed and able to move into Green/Purple Group when they join Year 1 in September.

Mathematics

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children can recognise up to 3 objects, without having to count them individually	Children can compare objects relating to size, length, weight and capacity.	Children can recall number bonds for numbers 0-5 and some to 10.	Children can talk about and explore 2D and 3D shapes using mathematical language.	Children can explore composition of numbers to 10. Children can count beyond ten.	Children can count beyond 20. Children are familiar with number patterns up to 10, including evens and odds, double facts and sharing.

	Children can recite numbers to 5. Children can say one number for each item In order 1,2, 3 etc.	Children understand the 'one more than/one less than' relationship between consecutive numbers. Children can link the number symbol (numeral) with its cardinal number value up to ten.	Children can copy and create repeating patterns including ABBC patterns. Children can compare length, weight and capacity.	Children can begin to compare quantities using the language of 'more than', 'fewer than'. Children can experiment with representing my own symbols and marks as well as numerals.	Children can extend and create ABAB patterns	Children can subitise up to 5.
Powermats	Powermats Unit 1 – Numbers to 5 (3 weeks) Unit 2 – Comparing Groups of 5 (2 weeks) Unit 3 – Shape (1 week)	Powermats Unit 3 – Shape (1 week) Unit 4 – Change within 5 (2 weeks) Unit 5 – Number Bonds within 5 (1 week) Unit 6 – Space (1 week)	Powermats Unit 7 – Numbers to 10 (2 weeks) Unit 8 – Comparing Numbers within 10 (1 week) Unit 9 – Addition to 10 (1 week) Unit 10 – Measure – Length, Height, Weight (2 weeks)	Powermats Unit 11 – Number bonds to 10 (2 weeks) Unit 12 – Subtraction (1 week) Unit 13 – Exploring Patterns (2 weeks)	Powermats Unit 14 – Counting on and counting back (2 weeks) Unit 15 – Numbers to 20 (1 week) Unit 16 – Numerical Patterns (3 weeks)	Powermats Unit 14 – Counting on and counting back (2 weeks) Unit 15 – Numbers to 20 (1 week) Unit 16 – Numerical Patterns (3 weeks)

Understanding the World

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children can identify their family and comment on photos of their family; naming who they can see and of what relation they are to them. Children can describe and show an interest in people who are familiar to them. Children can talk about what they do with their family and places they	I can draw a simple map i.e. a map of the route taken around the Wheel Martin China Clay Museum. Children explore images, video clips, shared texts and other resources to bring the wider world into the classroom exploring the local area through internet sources and items	Children can talk about things I have observed such as animals. Children show care for living things (pets). Pet shop and vets role play area developed to allow children to roleplay caring scenarios. Children understand the key features of the life cycle of a plant and animal – butterfly hatching, chicken and egg scenario. Observing	Children can recognise that people have different beliefs and celebrate special times in different ways. Children can compare and contrast character from stories, including figures from the past i.e. Guy Fawkes and characters from the Nativity story. Children talk about significant events in their own experience i.e.	Children can explore the natural world around me making observations and drawing pictures of animals and plants – taking on explorers role during own Lanhydrock Trip, making observations and recording them. Children explore similarities and differences between countries – comparing hot and cold countries using stories –	Children are familiar with changes in materials such as freezing and melting and : floating and sinking. Children communicate their understanding of their own environment and contrasting environments through conversation and in play in the Learning Landscape. Children can draw information from a simple map –children to discover the beach treasure on our end of year beach trip after following a simple mat.

	<p>have been with their family. Children can draw similarities and make comparisons between other families. I can show an interest in different occupations and ways of life</p>	<p>discovered within them. Children can describe and comment on things they have seen whilst outside, including plants and animals i.e drawing observations from time at Forest School and when at Wheal Martyn and discussing observations within class. Children celebrate the Chinese New year and recognise that people have different beliefs – comparing Diwali, Christmas and Chinese New Year. Children begin to discuss the effects of changing seasons on the world around me - looking for signs of spring in our local environment.</p>	<p>the chickens and their homes on our Welly Walk around Trewoon. Children can start to develop an understanding of growth, decay and changes over time – observational drawings of summer flowers how does this display change over a week.</p>	<p>Bonfire/Christmas/Halloween experiences. Children can talk about why things happen – i.e changes in the weather heating up and freezing, day to night etc. Children can recognise and describe special times or events for family or friends – holiday traditions.</p>	<p>Handa's Surprise and Lost and Found. Children can describe special events – Easter and class Easter Bonnet Parade. Children can tell you what a plant needs to grow making our mini Lanhydrock habitats.</p>	<p>Children to talk about and reflect on their year in reception recognising the concept of past and present and using this language in their discussions. Children are confident investigators. Children are observers. Children can make predictions Children can show classification skills. Children can interpret events. Children have an understanding and knowledge of events. Children have an understanding of people and changes in the past. Children show curiosity. Children are able to think things through. Children can communicate their understanding. Children are open-minded. Children are show empathy. Children are beginning to be able to reflect.</p>
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Expressive Arts and Design

	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Reception	<p>Children can begin to mix colours to create their desired effect when painting. Children can build up stories around toys and use available resources</p>	<p>Children can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Children can engage in music and dance independently during their time in the Learning Landscape. Children can develop and elaborate on</p>	<p>Children can use materials and textures to make creations of their choice. Children can use paint, materials and textures to</p>	<p>Children can create collaboratively in a group and share resources, ideas and skills. Children can build on their previous learning and creative ideas. They define ideas and</p>	<p>Children are confident in safely using and exploring a variety of materials, tools and techniques. Children show experimentation with colour, design, texture, form and function.</p>

	<p>to support their role play in the Learning Landscape. Children can build models using construction materials/junk modelling materials and loose parts. Children can explore musical instruments to find out how sounds can be changed and tap out simple sounds. Children make observational drawings of things they see around them in the inside and outside environment. Children use their time to be creative.</p>	<p>Children can respond to music that they have heard and explain how it makes them feel and what it makes them think of. Children can make imaginative and complex 'small worlds' using resources available in the Learning Landscape. Children can refine a variety of artist effects to express their feelings and get their desired effect.</p>	<p>storylines in their play. Play becomes an opening to anywhere in creative learning. Children value their creativity and feel proud to talk about their work.</p>	<p>recreate and image they have observed. Children can listen to music and make their own dance in response to how the music makes them feel. Children can remember full songs and sing them during Christmas Festivities and in our Sing Along. Children can show emotions in their drawings – happiness, sadness, fear etc. Children can create festive art to celebrate festivals such as Christmas and Divali. Children use the space to be creative.</p>	<p>their creative ability to represent them. Children can watch and enjoy performances and dance and express how they feel about it and what it makes them feel. Children are confident to talk about their creations.</p>	<p>Children invent, adapt and recount narratives and stories. Children sing and perform a range of well known nursery rhymes, songs, poems and stories with others. Children try to move in time with music. Children are inventors and create based on their own ideas and interests.</p>
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