

**RIVERSIDE PRIMARY SCHOOL AND NURSERY**  
**FOUNDATION STAGE LONG TERM PLAN 2025-2026**

Predicted Interests according to Time of the Year – Topics could change as all planning is linked to children’s current interests!

Possible Themes and WOW moments						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p><b>WOW: Cooking in Cookery Corner</b></p> <p><b>Diwali</b> Learning about traditions of Diwali Arts and crafts linked to Diwali. Make Diwali sweets</p> <p><b>Autumn</b> Autumn walks Discussing changes in the outside area- weather/trees/temperature.</p> <p><b>All About Me</b> What do I look like? Self-portraits. How am I individual?</p> <p><b>Baseline Assessment</b></p>	<p><b>WOW: Christmas Performance</b></p> <p><b>Bonfire Night</b> The story behind Bonfire Night. Traditions of Bonfire Night.</p> <p><b>Remembrance</b> Learning about why we remember people who died during wars/conflicts. Art and poetry linked to remembrance.</p> <p><b>Toys</b> Comparing toys from now and in the past. Making their own toy.</p> <p><b>Christmas</b> The Nativity Father Christmas Christmas Crafts Christmas Bakes Trip to post box to post letter to Santa</p>	<p><b>WOW: Ice Experiments</b></p> <p><b>Polar animals</b> Looking at a number of polar animals and how they live in colder environments</p> <p><b>Ice</b> How is ice formed? What is the best substance to melt ice? How can we stop ice melting? Blubber Experiment</p> <p><b>Lunar New Year</b> Traditions of Lunar New Year The Great Race Chinese Food cooking and tasting. Chinese arts and crafts. Chinese music and dancing.</p> <p><b>Fire Safety Talks</b></p>	<p><b>WOW: World Culture Day</b></p> <p><b>Countries around the world</b> World Map Fruit preparations and tasting Greetings and numbers in different languages World music World costumes and items of interest</p> <p><b>Spring</b> Signs of spring Spring walk – discussing changes in the outside area- weather/trees/ temperature. Planting cucumber seeds</p> <p><b>Easter</b> The story of Easter Traditions of Easter Easter crafts &amp; cooking</p> <p><b>Easter Egg Hunt</b></p>	<p><b>WOW: Local Walk to the Park</b></p> <p><b>Space</b> Learning about the Planets</p> <p><b>Maps</b> Reading maps. A local environment walk using a map,</p> <p><b>Planting and Growing</b> Visit to Biodome to plant cucumbers (grown from seeds last term.) Plant sunflowers.</p> <p><b>Local area walk</b></p>	<p><b>WOW: Trip to Kent Life</b></p> <p><b>Life cycle of a caterpillar</b> Learn about the lifecycle of a caterpillar Watch the lifecycle happen.</p> <p><b>Plants</b> Watch our cucumber and sunflower plants grow. Create our own planting area in EYFS</p> <p><b>End of year farm trip</b> What animals will we see? What else will we find at the farm?</p> <p><b>Sports Day</b></p>

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				Road Safety Talks		
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**Communication and Language**

This is a suggested programme of teaching focus for communication and language skills. However, we will teach and model the learning each individual needs during interventions in their play. The children will continually be practising their communication skills.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>-Directed activities to develop children’s communication and language skills</li> <li>-Rhymes, poems and songs</li> <li>-Role play opportunities</li> <li>-Listen to and discuss stories and non-fiction</li> <li>-Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Directed activities to develop children’s communication and language skills</li> <li>- Rhymes, poems and songs</li> <li>- Role play opportunities</li> <li>- Listen to and discuss stories and non-fiction</li> <li>- Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Directed activities to develop children’s communication and language skills</li> <li>- Rhymes, poems and songs</li> <li>- Role play opportunities</li> <li>- Listen to and discuss stories and non-fiction</li> <li>- Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Directed activities to develop children’s communication and language skills</li> <li>- Rhymes, poems and songs</li> <li>- Role play opportunities</li> <li>- Listen to and discuss stories and non-fiction</li> <li>- Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Directed activities to develop children’s communication and language skills</li> <li>Rhymes, poems and songs</li> <li>Role play opportunities</li> <li>Listen to and discuss stories and non-fiction</li> <li>Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Directed activities to develop children’s communication and language skills</li> <li>Rhymes, poems and songs</li> <li>Role play opportunities</li> <li>Listen to and discuss stories and non-fiction</li> <li>Questioning, following instructions, describing events, problem solving, organise ideas, introduction to new vocabulary.</li> </ul>

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**Personal, Social and Emotional Development**

We follow the Jigsaw scheme for PSED but skills will be developed constantly through adult interventions in their play e.g. to model, to help share, to suggest ways of resolving situations, etc.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<p><b><u>Being Me in my World</u></b></p> <p>Belonging; similarities and differences            Recognise and manage feelings            Working with others            Being kind; gentle hands            Children’s rights            Being responsible</p>	<p><b><u>Celebrating Difference</u></b></p> <p>Being proud            Being good at different things            Being unique            Different families            Different homes and why they are important            Making friends            Standing up for myself            Names of emotions            Friendships</p>	<p><b><u>Dreams and Goals</u></b></p> <p>Challenges            Perseverance            Setting goals            Kind words            Consider jobs for the future            Working hard and achieving goals</p>	<p><b><u>Healthy Me</u></b></p> <p>Naming parts of the body            What healthy means            Keeping healthy            Exercising to keep healthy            Importance of sleep            Washing our hands            Saying no to strangers            What to do if lost</p>	<p><b><u>Relationships</u></b></p> <p>Family            Responsibilities in a family            Healthy and safe friendships            Maintaining friendships            Knowing unkind words can hurt            Using Calm Me when feeling angry            Reasons we get angry</p>	<p><b><u>Changing Me</u></b></p> <p>Names and functions of some body parts            Growing from baby to adult            Who to talk to when feeling worried            Sharing to solve a worry            Remembering happy times</p>

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Physical Development						
This is a suggested programme of study for the learning in the area of physical development that will be covered in Reception. However, we will teach the areas as they arise in the children’s individual needs and interests. The children will also be revising and practising skills through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Fundamentals</b>  Spatial awareness Travelling Developing movement Control and coordination Run skillfully	<b>Ball skills</b>  Basic aiming skills when hitting a target Accuracy in rolling a ball Tunnel ball Underarm throw, Overhead throw Kicking a ball on target Putting a ball with a golf club towards a target Using racket skills to hit a ball towards a target	<b>Gymnastics</b>  Different ways to hold a static balance Shapes while balancing Floor work balances, Balance using small and large body parts Balance with different equipment Balance with a partner	<b>Dance</b>  Explore coordination using hands, feet and sports equipment. Unilateral movement and bilateral movement, when reacting to stimuli. Jump and land safely. Jump high with control Create shapes while jumping. Coordination when running and jumping. Jump in different directions	<b>Yoga</b>  I can explore yoga and mindfulness. I am able to copy and remember poses. I can develop flexibility when holding poses. I can develop balance whilst holding poses. I can create yoga poses using a hoop. I can create a yoga flow with a partner.	<b>Games:</b>  Use skills learn to play games – tunnel ball, team games, learn basic rules of games Sports Day Practice Bike skills Scooter skills

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<b>Literacy</b>						
This is a suggested programme of study for the learning in the area of Literacy that will be covered in Reception. Our phonics will be taught using the RWI scheme. However, we will teach the areas as they arise in the children’s individual needs and interests. The children will also be revising and practising skills through continuous provision and adult interventions in the children’s play.						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p><b>Books:</b>            Ruby’s Worry            Rainbow Fish            Leaf Man            Colour Monster            Stanley’s Stick</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Retell stories, eg The Nativity, act, read and sequence</p> <p><b>Books:</b>            Christmas Stories            The Nativity            Stick Man</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Retelling stories, sequencing, beginning to write words and sentences.</p> <p><b>Books:</b>            Blue Penguin            Lost and Found            Polar Bear, Polar Bear            Non fictions polar animal/cold places books            The Great Race            Lanterns and Firecrackers</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Sequencing and story maps, discuss key events in stories and predict what may happen next, retell stories, story maps of Handa’s Surprise, role play, write phrases and sentences.</p> <p><b>Books:</b>            Handa’s Surprise            Walking Through the Jungle            Atlas            Non-fiction Books from Around the World</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Story maps, retell stories and anticipate key event, role play, draw, label and read own map with directions around school, write sentences.</p> <p><b>Books:</b>            Astro Girl            Whatever Next            Naughty Bus            Mr Gumpy’s Boat Ride            Aliens Love Underpants            The Train Ride            Non-fiction books about transport/journeys</p>	<p>Daily Phonics Sessions – following the RWI scheme</p> <p>Weekly shared reading and writing opportunities - fiction, non-fiction, poetry.</p> <p>Story times</p> <p>Continuous Provision</p> <p>Recount trip of the farm            Mini beast information book            Create own super mini-beast and describe it</p> <p><b>Books:</b>            The Bad-tempered Ladybird            Yucky Worms            Arghhh Spider            The Very Hungry Caterpillar            Superworm            I love animals            Non-fiction mini beast books</p>

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Maths						
This is a suggested programme of study for the maths that will be covered in Reception based on White Rose planning. However, we will teach the learning as it arises in the children’s individual needs and interests. We will also be continually revising all mathematical areas through continuous provision and adult interventions in the children’s play.						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Block 1 - Match, Sort &amp; Compare</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Match objects</li> <li><b>Step 2</b> Match pictures and objects</li> <li><b>Step 3</b> Identify a set</li> </ul> <p><b>Block 2 - Talk About Measure &amp; Pattern</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Compare size</li> <li><b>Step 2</b> Compare mass</li> <li><b>Step 3</b> Compare capacity</li> <li><b>Step 4</b> Explore simple patterns</li> <li><b>Step 5</b> Copy and continue simple patterns</li> </ul>	<p><b>Block 4 - Circles &amp; Triangles</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Identify and name circles and triangles</li> <li><b>Step 2</b> Compare circles and triangles</li> <li><b>Step 3</b> Shapes in the environment</li> <li><b>Step 4</b> Describe position</li> </ul> <p><b>Block 5 - 1,2,3,4,5</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Find 4 and 5</li> <li><b>Step 2</b> Subitise 4 and 5</li> </ul>	<p><b>Block 7 – Alive in 5</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Introduce zero</li> <li><b>Step 2</b> Find 0 to 5</li> <li><b>Step 3</b> Subitise 0 to 5</li> <li><b>Step 4</b> Represent 0 to 5</li> <li><b>Step 5</b> 1 more</li> <li><b>Step 6</b> 1 less</li> <li><b>Step 7</b> Composition</li> <li><b>Step 8</b> Conceptual subitising to 5</li> </ul> <p><b>Block 8 – Mass &amp; Capacity</b></p>	<p><b>Block 11 – Building 9 &amp; 10 –</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Find 9 and 10</li> <li><b>Step 2</b> Compare numbers to 10</li> <li><b>Step 3</b> Represent 9 and 10</li> <li><b>Step 4</b> Conceptual subitising to 10</li> <li><b>Step 5</b> 1 more</li> <li><b>Step 6</b> 1 less</li> <li><b>Step 7</b> Composition to 10</li> <li><b>Step 8</b> Bonds to 10 (2 parts)</li> <li><b>Step 9</b> Make arrangements of 10</li> </ul>	<p><b>Block 13 – To 20 &amp; Beyond</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Build numbers beyond 10 (10 - 13)</li> <li><b>Step 2</b> Continue patterns beyond 10 (10-13)</li> <li><b>Step 3</b> Build numbers beyond 10 (14-20)</li> <li><b>Step 4</b> Continue patterns beyond 10 (14-20)</li> <li><b>Step 5</b> Verbal counting beyond 20</li> </ul>	<p><b>Block 16 – Sharing &amp; Grouping</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Explore sharing</li> <li><b>Step 2</b> Sharing</li> <li><b>Step 3</b> Explore grouping</li> <li><b>Step 4</b> Grouping</li> <li><b>Step 5</b> Even and odd sharing</li> <li><b>Step 6</b> Play with and build doubles</li> </ul> <p><b>Block 17 – Visualise, Build &amp; Map</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> Identify units of repeating patterns</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Step 6</b> Create simple patterns</li> </ul> <p><b>Block 3 - It's Me 1,2,3</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Find 1, 2 and 3</li> <li>• <b>Step 2</b> Subitise 1, 2 and 3</li> <li>• <b>Step 3</b> Represent 1, 2 and 3</li> <li>• <b>Step 4</b> 1 more</li> <li>• <b>Step 5</b> 1 less</li> <li>• <b>Step 6</b> Composition of 1, 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 3</b> Represent 4 and 5</li> <li>• <b>Step 4</b> 1 more</li> <li>• <b>Step 5</b> 1 less</li> <li>• <b>Step 6</b> Composition of 4 and 5</li> <li>• <b>Step 7</b> Composition of 1 – 5</li> </ul> <p><b>Block 6 - Shapes With 4 Sides</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Identify and name shapes with 4 sides</li> <li>• <b>Step 2</b> Combine shapes with 4 sides</li> <li>• <b>Step 3</b> Shapes in the environment</li> <li>• <b>Step 4</b> My day and night</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 1</b> Compare mass</li> <li>• <b>Step 2</b> Find a balance</li> <li>• <b>Step 3</b> Explore capacity</li> <li>• <b>Step 4</b> Compare capacity</li> </ul> <p><b>Block 9 – Growing 6,7 and 8</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Find 6, 7 and 8</li> <li>• <b>Step 2</b> Represent 6, 7 and 8</li> <li>• <b>Step 3</b> 1 more</li> <li>• <b>Step 4</b> 1 less</li> <li>• <b>Step 5</b> Composition of 6, 7 and 8</li> <li>• <b>Step 6</b> Make pairs-odd and even</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 10</b> Bonds to 10 (3 parts)</li> <li>• <b>Step 11</b> Doubles to 10 (find a double)</li> <li>• <b>Step 12</b> Doubles to 10 (make a double)</li> <li>• <b>Step 13</b> Explore even and odd</li> </ul> <p><b>Block 12 – Exploring 3D Shapes</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Recognise and name 3-D shapes</li> <li>• <b>Step 2</b> Find 2-D shapes within 3-D shapes</li> <li>• <b>Step 3</b> Use 3-D shapes for tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 6</b> Verbal counting patterns</li> </ul> <p><b>Block 14 – How Many Now?</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Add more</li> <li>• <b>Step 2</b> How many did I add?</li> <li>• <b>Step 3</b> Take away</li> <li>• <b>Step 4</b> How many did I take away?</li> </ul> <p><b>Block 15 – Manipulate, Compose &amp; Decompose</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Select shapes for a purpose</li> <li>• <b>Step 2</b> Rotate shapes</li> <li>• <b>Step 3</b> Manipulate shapes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 2</b> Create own pattern rules</li> <li>• <b>Step 3</b> Explore own pattern rules</li> <li>• <b>Step 4</b> Replicate and build scenes and constructions</li> <li>• <b>Step 5</b> Visualise from different positions</li> <li>• <b>Step 6</b> Describe positions</li> <li>• <b>Step 7</b> Give instructions to build</li> <li>• <b>Step 8</b> Explore mapping</li> <li>• <b>Step 9</b> Represent maps with models</li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>Step 7</b> Double to 8 (find a double)</li> <li>• <b>Step 8</b> Double to 8 (make a double)</li> <li>• <b>Step 9</b> Combine 2 groups</li> <li>• <b>Step 10</b> Conceptual subitising</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 4</b> 3-D shapes in the environment</li> <li>• <b>Step 5</b> Identify more complex patterns</li> <li>• <b>Step 6</b> Copy and continue patterns</li> <li>• <b>Step 7</b> Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 4</b> Explain shape arrangements</li> <li>• <b>Step 5</b> Compose shapes</li> <li>• <b>Step 6</b> Decompose shapes</li> <li>• <b>Step 7</b> Copy 2-D shape pictures</li> <li>• <b>Step 8</b> Find 2-D shapes within 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 10</b> Create own maps from familiar places</li> <li>• <b>Step 11</b> Create own maps and plans from story situations</li> </ul> <p><b>Block 18 – Make Connections</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Deepen understanding</li> <li>• <b>Step 2</b> Patterns and relationships</li> </ul> <p><b>Money</b></p>
			<p><b>Block 10 – Length, Height &amp; Time</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1</b> Explore length</li> <li>• <b>Step 2</b> Compare length</li> <li>• <b>Step 3</b> Explore height</li> <li>• <b>Step 4</b> Compare height</li> </ul>			

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			<ul style="list-style-type: none"><li>• <b>Step 5</b> Talk about time</li><li>• <b>Step 6</b> Order and sequence time</li></ul>			
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Understanding the World						
This is a suggested programme of study for the learning in the area of UtW that will be covered in Reception. However, we will teach the learning as it arises in the children’s individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p>Talking about Immediate family and people who are important to us</p> <p>Autumn walk, create autumn leaves for class seasons tree collage</p> <p>Make and decorate Autumnal biscuits</p> <p>Harvest Festival, Diwali</p> <p>Introduction to Outdoor Learning</p> <p>Leaf painting</p>	<p>Remembrance Day</p> <p>Fireworks</p> <p>Christmas past and present – talking about how traditions have changed.</p> <p>Discuss different beliefs and celebrations</p> <p><b><u>Outdoor Learning</u></b> Den Building Learning Knots Make Stick Men</p>	<p>Winter walk- talk about seasons and what we can observe in the natural world.</p> <p>Ice investigations – look at different ways to stop ice melting, looks at ways to melt ice.</p> <p>Compare polar regions to where we live, look at different animals in these habitats Blubber experiment</p> <p>Lunar New Year</p> <p><b><u>Outdoor Learning</u></b> Den building Signs of Winter</p>	<p>Countries of the World – Location, Food, Language Signs of Spring Plant Cucumber Seeds Visit the Biodome Magnets and Magnetic Materials</p> <p><b><u>Outdoor Learning</u></b> Forest art – tree rubbing, mud faces on trees Sketching in charcoal Signs of Spring</p>	<p>Plant sunflowers and observe What does a plant need to grow?</p> <p>Floating and Sinking – make a boat that can float.</p> <p>Aerial photographs of the school, make own maps/plans of routes to places.</p> <p>Use Bee-Bots to follow a map and plan a journey</p> <p><b><u>Outdoor Learning</u></b> Create patterns/shapes with natural resources (Andrew Goldsworthy Art) Making boats</p>	<p>Lifecycle of a caterpillar- observe and describe the lifecycle of a caterpillar.</p> <p>Mini beast hunt- observe, draw and label a range of minibeasts.</p> <p>Visit biodome to monitor vegetables growing.</p> <p>Animals &amp; their young</p> <p><b><u>Outdoor Learning</u></b> Mini beats hunts Building a mini beast hotel/home Create own spider webs with string and sticks</p>

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Expressive Arts and Design						
This is a suggested programme of study for the learning in the area of expressive arts and design that will be covered in Reception. However, we will teach the learning as it arises in the children’s individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children’s play.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Explores what happens when they mix colours - Autumn colour mixing</p> <p>Leaf printing, leaf Man collages</p> <p>Experiments to create different textures and to join materials in different ways</p> <p>Learn a repertoire of songs – body/counting / nursery rhymes / Harvest songs</p> <p>Use a range of materials to create a self-portrait, basic skills to draw people.</p> <p>Using instruments to accompany a melody.</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Colour mixing</p> <p>Create own firework pictures using collage/paint materials.</p> <p>Create Remembrance Day pictures.</p> <p>Dancing and using streamers to firework music.</p> <p>Take part in Christmas Show and Christmas craft and cooking</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Polar animal moving picture</p> <p>Use Vincent Van Gogh Starry Night for inspiration for painting.</p> <p>Lunar New Year dragon dancing and Chinese music</p> <p>Lunar New Year Craft and Food Tasting</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Batik art using candle wax and crayons.</p> <p>African music and dance.</p> <p>Tape art</p> <p>Sketch daffodils</p> <p>Easter craft</p> <p>Mother’s Day Craft</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Junk modelling to make a moving bus</p> <p>Create rockets, aliens and paint planets using globe paper lampshades</p> <p>Cook Meteorite rock cakes</p>	<p>Independently accessing, exploring and experimenting with the available resources creative area, construction, role play, small world play, etc.</p> <p>Matisse – The Snail: create own artwork</p> <p>Create ladybird &amp; butterfly pictures using symmetrical art</p> <p>Minibeast fossils</p> <p>Make salad using cucumbers</p>