

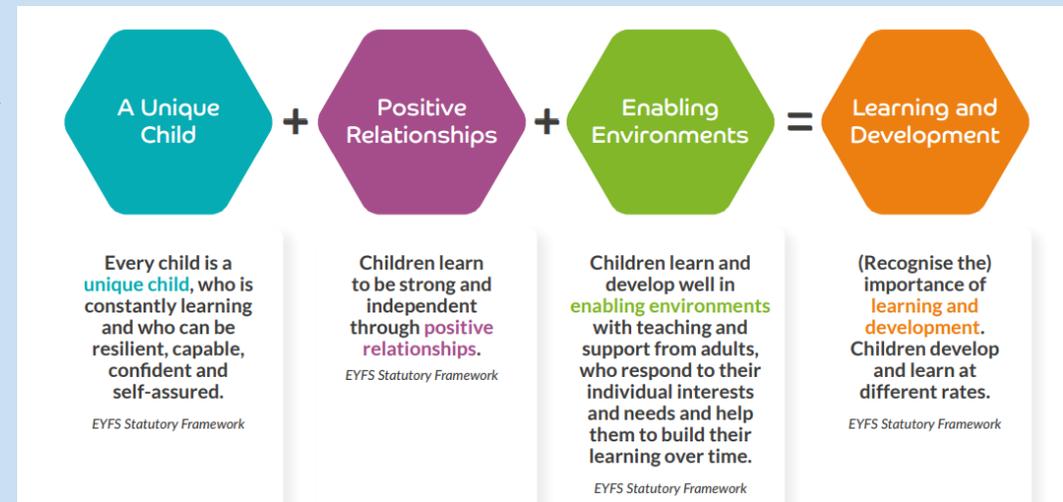
# F2

## Yearly Overview

### LTP 21-22

## Overarching Principles

We believe strongly in the importance of putting children at the centre of our practice. The four **principles of effective practice**, outlined in the Statutory Framework for the early years foundation stage (2021) and presented in Birth to 5 Matters (2021), guides how we support children in their learning and development during the foundation stage at Huntingdon Academy. We value each of these elements as essential components to effective teaching and learning



## Characteristics of effective learning

Our curriculum, teaching and provision is carefully designed to reflect the ‘**characteristics of effective learning**’ (Birth to 5 matters, 2021), which are behaviours children use in order to learn (learning behaviours):

- **Playing and Exploring (engagement)**
  - finding out and exploring
  - playing with what they know
  - being willing to ‘have a go’
- **Active Learning (motivation)**
  - being involved and concentrating
  - continuing to try
  - enjoying achieving what they set out to do
- **Creative and Critical Thinking (thinking)**
  - having their own ideas
  - making links
  - working with ideas

Our direct teaching and provision aims to stimulate curiosity and enthusiasm, thus making learning meaningful to the child. Our foundation stage puts play at the heart of this learning, as we appreciate the power of play across all areas of development. As children immerse themselves in what interests them, they find out about themselves, others, and the world around them.

## Key Skills

As a team we identified some of the **key skills** we would like children to develop during their time in early years at Huntingdon Academy. We believe that these skills help to develop independence and promote the overall success of children as learners. The children will have lots of opportunities to practise these skills, often daily. Whilst at school, will support children when learning to achieve a skill, however we know it is important not to do these things for children all the time, as it does not allow children the chance to practise.

Key skills:

- holding pencil or mark making tools in tripod grip
- dressing/undressing independently
- putting on own shoes and fastening velcro
- putting on and zipping up own coat
- toileting and washing hands independently
- using cutlery effectively
- opening milk or peeling fruit independently

By communicating these skills with parents and careers we hope that children will have opportunities to develop these skills both at school and at home.

## Parent/School Relationships

At Huntingdon we understand the crucial difference **parents and careers** make to children's outcomes. We recognise this and aim to work closely with parents/carers to support their child's learning and development. By working together we can ensure a good understanding of a child's needs. This enables appropriate provision within the setting and the possibility of supporting learning in the home. Below are a number of ways we support communication and cooperation in the early years foundation stage at Huntingdon Academy:

- Seesaw as a learning log for the children, allowing parents to see some of the learning taking place in EYFS
- Seesaw- posting key messages and activities to support learning at home
- Class emails to maintain communication
- Teachers available at the start and end of the day to communicate messages or arrange appointments
- TALK newsletters to promote communication and language and describe ways of supporting learning at home
- Class newsletters with key information for the half-term
- Parent/Teacher meetings
- Communicating 'key skills' to work on at home



	<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>General Themes and Key content</b>	Family and Friends Exploring emotions Starting school Owl Babies singing My friends My family My face and body	Senses and Celebrations Diwali Bonfire Night Hanukah Christmas Christmas lists Letters to Father Christmas	Once Upon a Time Traditional tales Joining in with stories Creating our own tales Sequencing stories	Animals Habitats Animals in their homes Animals and their babies Pets and wild animals Animal lifecycle- eggs/chicks	Gardens and Growing Growing Plants and flowers Weather/seasons Reduce reuse and recycle Planting bean/seeds	People Who Help Us Transitioning to Y1 Firefighters Police force School Doctors Dentists
<b>High Quality Texts</b>	<b>Owl Babies</b> Lulus First Day Come to school too Blue Kangaroo The Great Big Book of Families The Girl With Two Dads My World, Your World I DON'T WANT TO BE QUIET! Odd Dog Out The Selfish Crocodile WOW Said the Owl The Colour Monster	<b>We're going on a bear hunt</b> The Christmas Story Whatever Next! Chocolate cake Smartest Giant in Town Peace at Last Brown Bear, Brown Bear, What Do You See? Polar Bear, Polar Bear, What Do You Hear? Non-fiction senses books	<b>Once Upon a Time</b> Prince Henry The Gingerbread Man Rapunzel The 3 Billy Goats Goldilocks and the Three Bears	<b>Handa's Surprise</b> Oi Dog Oi Frog The Pig in the Pond Handa's Hen The Lion Inside Shark in the Park Handa's Noisy Night- Non-fiction animal/ farm/ egg lifecycle books	<b>The Very Hungry Caterpillar</b> Jack and The Beanstalk Lola Plants a Garden Aaaarrgghh Spider! The tiny seed The Enormous Turnip It Starts with a Seed Non-fiction garden/ growing books	<b>What the Ladybird Heard</b> When I grow up My Mummy is a Firefighter Topsy and Tim: Meet the Police Non-fiction people who help us books
<b>Core Songs and Rhymes</b>	Counting songs If you're happy and you know it Row, row, row your boat 3 Baby Owls	Counting songs Autumn leaves Nativity songs Christmas songs	Counting songs There was a Princess long ago Traditional nursery rhymes When Goldilocks went to the house of the bears	Counting songs 5 little monkeys Old Mcdonald Down in the jungle	Counting songs Flower, stem, leaves and roots Incy wincy spider Wiggly worm	Counting songs 5 Little fireman Miss Polly had a dolly
<b>'Wow' Moments</b>	First day of school Challenge week Sing and share	Autumn walk Celebrations- Diwali, Bonfire night, birthdays (Tim), Christmas celebrations The Nativity Xmas jumper day Christmas crafts	Winter Walk Sing and Share Chinese New Year Dragon Dance Fairytale fancy dress Build a chair for baby bear Build a way for gingerbread man to cross the river Fairy Godmother class visit	Sing and Share Stonebridge City Farm- class trip Hatching chicks Pet show and tell (photo)	Spring walk Sing and Share Rushcliffe Country Park- class trip Caterpillar/butterfly life cycle	Summer walk Special visitors Transition days- year 1 Sports day

## Foundation 2 – Reception Curriculum 21-22

	<b>Autumn 1</b> Family and Friends	<b>Autumn 2</b> Senses and Celebration	<b>Spring 1</b> Once Upon a Time	<b>Spring 2</b> Animals	<b>Summer 1</b> Gardens and Growing	<b>Summer 2</b> People Who Help Us
<b>Careers Curriculum-</b> special visitors	Getting to know the <b>teachers</b> around school, particularly those in the EYFS unit. Knowing who our <b>headteacher</b> is. Knowing that we have a site manager and a chef at school.	Exploring our senses by having a Q&A session with a <b>sweet taster/developer</b> (taste), suggesting new sweets, asking questions and sharing our opinions about the sweets.	Understanding the different elements within stories. Discussing what an author does as well as an <b>illustrator</b> . Q&A with an illustrator, sharing some of the illustrations she has made and creating our own.	Visiting and talking to <b>Reiss from Stonebridge City Farm</b> about his role at the farm. Q&A session with a <b>vet</b> , finding out about what they do and discussing our own pets.	Q&A with a <b>landscape gardener</b> , finding out about different plants and what we might have in a garden. Starting our own gardening project at school. Speaking to gardening <b>expert at Stonebridge City Farm</b> .	Q&A with <b>Doctor Dara</b> , finding out about how doctors help people. Meeting <b>firefighters</b> and learning about their role (visit from fire engine). Visiting a police station and talking to a <b>police officer</b> .
<b>Oracy challenges</b>	Getting to know me- discussing our families Sing and Share performance	Pumpkin talking stimulus Retelling stories- Brown Bear, Brown Bear Helicopter Stories The Nativity Sing and Share performance	Once Upon a Time- Class story telling performance Sing and Share performance	My pet show and tell Sing and Share performance	The butterfly life cycle information sharing Story retelling Sing and Share performance	Using stem sentences to imagine a future profession... 'When I grow up I want to be a ___ because ___'

# Foundation 2 – Reception Curriculum 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us
<b>Communication and Language</b>	<p>Experiences in the womb lay the foundation for communication, and a baby’s voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on <b>back-and-forth interactions</b> with <b>responsive others</b> to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children’s thinking while underpinning their emerging literacy.</p> <p>Language is <b>more than words</b>. As children grow, they begin to be aware of and explore different <b>sounds, symbols and words</b> in their everyday worlds; a <b>language-rich environment</b> is crucial. A child’s first language provides the <b>roots to learn</b> additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children’s language proficiency as they join new environments.</p> <p>Children’s skills develop through a series of identifiable stages which can be looked at in three aspects – <b>Listening and Attention, Understanding, and Speaking</b>. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.</p>					
<b>Summary Goals</b>	<p>Early Learning Goal</p>					
Listening, Attention and Understanding	I am beginning to show the physical attributes of a good listener (sitting, looking, listening, simple comprehension and memory).	I am demonstrating good listening through increased interaction.	I am showing an understanding of a broader vocabulary.	I can initiate interactions and show an understanding of more complex questions.	I am beginning to express my own opinions and justify them.	
Speaking	I am beginning to show the physical attributes of a good speaker (facing the person).	I am starting to interact with more confidence.	I am starting to use more appropriate language, vocabulary and structure.	I am using more complex vocabulary.	I am beginning to articulate my own thoughts and ideas. I am using talk for a range of purposes.	



# Foundation 2 – Reception Curriculum 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us
<b>Personal, Social and Emotional Development</b>	<p>Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our <b>sense of self</b> as we weave a web of relationships with <b>self, others</b> and with <b>the world</b>. Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's <b>wellbeing and resilience</b>. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how <b>secure</b> they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-<b>confidence</b>, their <b>potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn</b>. A <b>holistic, relational approach</b> creates an environment that enables <b>trusting relationships</b>, so that children can do things <b>independently and with others</b>, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in <b>partnership with families</b> to form <b>mutually respectful, warm, accepting relationships</b> with each of their key children.</p>					
<b>Summary Goals</b>  Self Regulation  Managing Self  Making Relationships	<p>I am beginning to develop confidence and cooperation.</p> <p>I am beginning to develop confidence with other children and show a sustained interest in play. I can manage my coat, toilet and cutlery with help.</p> <p>I am showing friendly behaviour and contributing to increasingly positive play and relationships. I am beginning to respond well to adults.</p>	<p>I am showing an increasing ability to share, recognise my emotions and showing good manners.</p> <p>I am building my confidence with adults. I respond increasingly well to positive and negative experiences. I manage my jumper and the toilet independently.</p> <p>I can initiate play, recognise some emotions better and follow instructions.</p>	<p>I am beginning to find ways to resolve conflicts. I cooperate increasingly well with routines.</p> <p>I am developing my confidence in new situations. I understand classroom expectations.</p> <p>I can identify when I require support or help. I am starting to play in a group more effectively.</p>	<p>I am starting to consider the feelings of others.</p> <p>I am developing a positive self image. I have an increased understanding of behaviour expectations and why these exist.</p> <p>I can share take turns and respond positively to other children.</p>	<p>I am beginning to understand how others might be feeling and showing empathy.</p> <p>I am showing increased confidence and resilience, this can include supporting peers.</p> <p>I am starting to understand the needs of other children and my own feelings.</p>	Early Learning Goal

## **Personal, Social and Emotional Development**

At Huntingdon we believe that children's safety as well as their personal, social and emotional development is the most important element of a child's school career. The foundation stage is vital in developing a child's resilience, emotional regulation, empathy and effective communication, to name but a few skills. We know that personal, social and emotional development is fundamental to all other aspects of learning. Therefore, laying the foundations of PSED is vital to set children up with the appropriate tool kit they need to be lifelong learners and positive members of society.

## Our commitments to **safeguarding** children

At Huntingdon we do this in a number of ways:

- Using the JIGSAW PSED scheme for direct teaching inputs about specific PSED topics
- Exploring personal, social and emotional development through literature, for example, using 'The Colour Monster' book to discuss different emotions and allow children to express how they feel
- Using calming corners throughout our provision as a space to gain comfort, calm down and reflect on our choices
- Ensuring the literature in our classrooms include representative books for the children in our unit
- Explicit teaching of inclusivity
- Using techniques from emotion coaching as a process for supporting children through emotional distress
- Explicit teaching about healthy lifestyles- reinforced through PE and PSHE lessons (oral health, healthy eating, exercise)
- Ensuring a warm, nurturing environment where children are listened to and know who their key person is
- Using NSPCC's 'Pantsasaurus' to help children understand that their body belongs to them
- Developing children's emotional regulation and ability to express one's emotions (asking for help), oracy/language focus
- Welfare, safeguarding concerns handled by following school's rigorous safeguarding procedures (see website for details)



# Foundation 2 – Reception Curriculum 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us
<b>Physical Development</b>	<p>Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the <b>neurological, sensory and motor foundations</b> necessary for <b>feeling good in your body and comfortable in the world</b>. The <b>intimate connection between brain, body and mind</b> must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. <b>Health, wellbeing and self-care are integral</b> to physical development. <b>Prioritising care opportunities</b> and a collaborative approach with young children supports development of lifelong <b>positive attitudes to self-care and healthy decision-making</b>. Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are <b>self-initiated and wide-ranging</b>. <b>Fine and gross motor control must develop together in an integrated way</b>, so that the child can achieve what they set out to do. We must ensure that children <b>have movement-rich lives indoors and outdoors</b> from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others.</p>					
<b>Summary Goals</b>  Gross Motor  Fine Motor	I am showing an increased awareness of what my body can do and I am engaging in physical play.  I am beginning to make marks and shapes using simple equipment.	I am becoming increasing aware of the space around me and what I can do in the space.  I am using a wider range of equipment to make more refined shapes, marks, models and construction.	I am refining the way I move in the space around me.  I am adding more detail to shapes and objects created as my control increases.	I am becoming more confident and proficient in my movements and in using objects and equipment.  I am showing increased control using a range of tools to create more complex shapes, objects and writing.	Early Learning Goal	Early Learning Goal

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us

**Literacy**

Literacy is about **understanding and being understood**. Early literacy skills are rooted in children’s enjoyable experiences from birth of **gesturing, talking, singing, playing, reading and writing**. Learning about literacy means developing the ability to **interpret, create and communicate meaning through writing and reading in different media**, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for **different purposes**. Most importantly, literacy is **engaging, purposeful and creative**.

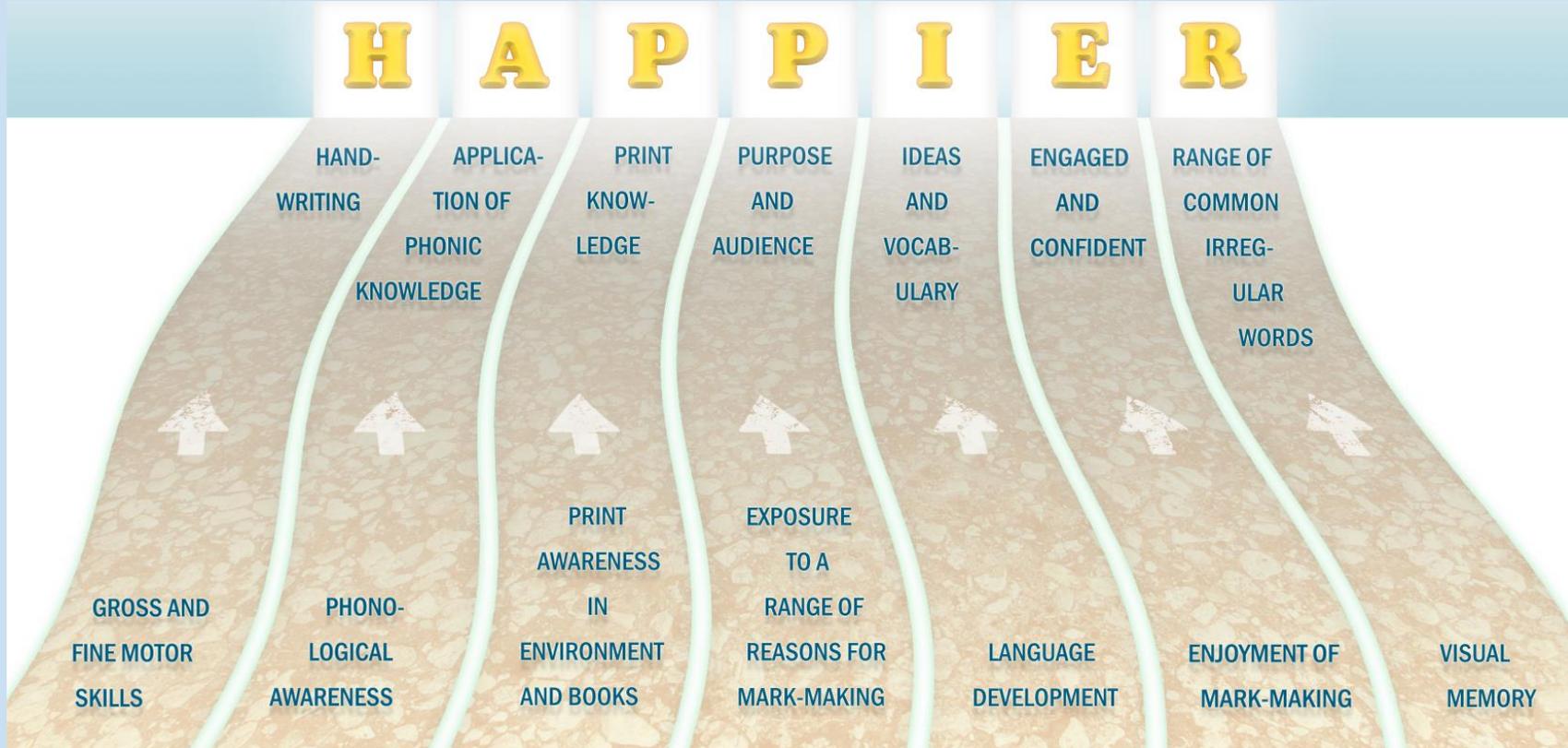
Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires **high-quality pedagogical activities to enhance learning**. Young children need to be **listened to by attentive adults** who **recognise and value children’s choices**. They need **enjoyable, playful opportunities** of being included and involved in the literacy practices of their **home, early years setting, and community environments**. They need experiences of **creating and sharing a range of texts** in a variety of ways, with different **media and materials**, with **adults and peers**, both **indoors and outdoors**, as well as learning about using **different signs and symbols, exploring sound and developing alphabetic and phonetic skills**.

<b>Summary Goals</b>	I am showing an interest in reading and choosing a book to look at independently or with friends. I am beginning to orally segment and blend words. I am starting to recognise some individual letters (phase 2) by saying the sounds for them. I can hear phase 2 initial sound phonemes. I can join in with known songs. I mark make using physical skills with increased control over tools and equipment. I mark make as part of play.	I can listen to a story and give simple details. I am starting to use the story in my play. I can recognise and say all 26 alphabet letters. I am beginning read VC or CVC words. I am beginning to read words and sentences. I can track letters when word reading I can read phase 2 HFW. I can join in with rhymes and stories. I consistently mark make and I can say the meaning of my marks.	I can answer questions about the content of a book and I show an interest in reading by myself. I can fluently read CVC words and captions using Phase 2 Letters and sounds. I can recognise some digraphs and trigraph groups. I can track words in sentence reading My sentence structure is starting to be evident. I can show phonic awareness and I am good at oral rehearsal.	I can show a preference for a book, story type, genre, author. I choose to read to friends and I join in with reading in class. I am beginning to read words and sentences containing Phase 3 L&S I know grapheme / phoneme for long vowels. I can read words with initial two letter consonant blends, I know how many syllables there are in a word. I can compose a sentence with some sentence structure. I show phonic awareness and physical control.	I can answer more complex questions about books and stories. I can say a sound for each letter in the alphabet and at least 10 digraphs I can fluently read words and sentences containing Phase 3 Letters and Sounds. I know grapheme/ phonemes for ‘oi, ow, ar, or, ur I can read words with initial three letter consonant blends, e.g., ‘spl,, ‘spr’ etc I am able to write recognisable letters and words and read back what has been written.	Early Learning Goal
<b>Comprehension</b>						
<b>Writing</b>						

# Foundation 2 – Reception Curriculum 21-22

## Literacy

Our curriculum and the provision we create aims to encompass each of the 'HAPPINESS' elements to develop successful writers. The information at the bottom of the diagram explains the fundamental skills children will need in order to be successful in each of these areas. We believe that these are the essential characteristics, knowledge and skills needed to become confident writers and ensure an enjoyment of writing.



Essential characteristics, knowledge, skills and understanding for successful and HAPPIER writers

# Foundation 2 – Reception Curriculum 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us
Maths	<p>Mathematics for young children involves developing their own understanding of <b>number, quantity, shape and space</b>. Babies and young children have a natural interest <b>in quantities and spatial relations</b> – they are <b>problem-solvers, pattern-spotters and sense-makers</b> from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through <b>playful exploration, apprenticeship and meaning-making</b>. Children should freely explore how they <b>represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations</b>, supported by access to graphic tools in their pretend play.</p> <p>Effective early mathematics experiences <b>involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play</b>. Plenty of time is required for children to <b>revisit, develop and make sense</b> for themselves. This is supported by <b>sensitive interactions</b> with adults who <b>observe, listen to and value children’s mathematical ideas</b> and build upon children’s interests, including those developed with their families. It is crucial to maintain children’s enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas.</p>					
Summary Goals	<p>Early Learning Goal</p> <p>Shape space and measure: Problem solves using what they know about measure.</p>					
Number	I can count objects and select numeral cards 1-5.	I can use five frames and talk about the significance of the formation. I can count the total number of objects in 2 groups.	I can subitise to five and count on without starting at 1.	I can use ten frames and talk about the arrangements. I am beginning to estimate.	I can order, identify, subitise, combine and manipulate numbers to ten.	
Numerical Patterns	I am beginning to use the language one more and one less.	I am beginning to understand one more and one less.	I can identify pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.	I can use the language more, fewer, less when talking about numbers and quantities.	I know 1 more/ less than.	
Shape Space and Measure	I can use the language of counting confidently and as part of play.	I am beginning to understand one more and one less.	I know some units of measure.	I can use the language of time when talking about the day and events in my life. I can recognise some 3D shapes.	I can recognise mathematical features of some shapes.	
	I can identify simple 2D shapes in the environment.	I know that the world is made of 2D and 3D shapes. I can recognise 2D shapes and their properties.			I am starting to explore problems including shape.	

# Foundation 2 – Reception Curriculum 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us

## Understanding the World

Understanding the World provides **a powerful, meaningful context** for learning across the curriculum. It supports children to **make sense of their expanding world** and their **place within it** through nurturing **their wonder, curiosity, agency and exploratory drive**. This development requires **regular and direct contact with the natural, built and virtual environments** around the child and engaging children in **collaborative activities** which **promote inquiry, problem-solving, shared decision making and scientific approaches** to understanding the world. **Active involvement in local community life** helps children to develop a sense of **civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence**. In addition, first-hand involvement in **caring for wildlife and the natural world** provides children with an **appreciation of ecological balance, environmental care and the need to live sustainable lives**. **Rich play, virtual and real world experiences** support learning about our **culturally, socially, technologically and ecologically diverse world** and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of **our interconnectedness and interdependence**.

## Summary Goals

Past and Present

People, Culture and Communities

The Natural World

I can talk about my own families and the people around me.  
I can describe features around me.  
I notice features of the immediate environment.

I am starting to talk about the passage of time and understand significant events in my own timeline.  
I know some features of a different environment and what makes it different.  
I am starting to talk about changes like the weather.

I am starting to understand events outside my own timeline. I can understand 'different'.  
I know there are locations beyond my own and I know that these are represented in different ways.  
I am starting to show curiosity and wonder when involved in investigations.

I can talk about events of personal significance.  
I am starting to understand 'similarity.'  
I know that there are different and significant celebrations.  
I can show some understanding of difference.

I can sequence events using time specific vocabulary.  
I can identify some features of personal significance and some features that others find significant.  
I am starting to talk about the passage of time in relation to changes.

Early Learning Goal

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Family and Friends	Senses and Celebrations	Once Upon a Time	Animals	Gardens and Growing	People Who Help Us
<b>Expressive Arts and Design</b>	<p>Children and adults have the right to participate in arts and culture. <b>Expression conveys both thinking (ideas) and feeling (emotion).</b> Children use a <b>variety of ways to express and communicate, through music, movement and a wide range of materials.</b> Creative thinking involves <b>original responses</b>, not just copying or imitating existing artworks. Expressive Arts and Design <b>fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation</b> and provides opportunities to <b>improvise, collaborate, interact and engage in sustained shared thinking.</b> It requires <b>time, space and opportunities to re-visit and reflect on experiences.</b> <b>Multi-sensory, first-hand experiences</b> help children to <b>connect and enquire about the world.</b> Appreciating <b>diversity and multiple perspectives enriches ways of thinking, being, and understanding.</b> Skills are learned in the process of <b>meaning-making</b>, not in isolation.</p>					
<b>Summary Goals</b>	<p>I am beginning to understand colour, shape and space. I know how to put things together in a basic way. I can use what I like and know to be musical and create role play. I am beginning show an understanding and enjoyment of music and arts.</p>		<p>My creations are more clearly representational and outcomes have a more easily identifiable purpose.</p> <p>I can devise my own role play with greater sophistication. My music is becoming more melodic and meaningful. I can talk about music, what it sounds like and what it makes me think of.</p>		<p>Early Learning Goal</p>	
Being Imaginative and Expressive						
Creating with Materials						