






Reception 2025-26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>It's good to be me!</b>	<b>Celebration time!</b>	<b>How do we get there?</b>	<b>We are what we eat!</b>	<b>Come outside</b>	<b>All creatures great and small!</b>
<b>Main theme and possible lines of enquiry</b>	 Families All about me, my family, homes, similarities & differences, senses	Important Times Celebrations, birthdays, Harvest, Autumn, Bonfire Night, Diwali, Remembrance Day, Christmas 	Journeys Places we visit locally, further afield, where would we like to go and why? 	 Food Favourite foods, healthy choices of food and practices, where does our food come from - shops and around the world, Chinese New Year	 Plants Plants, flowers, weather, seasons, where do we live in the world, similarities and differences, nurturing the physical environment, Easter	Animals  Minibeasts, pets, farm animals, wild animals, different environments close by and further away - compare & contrast, looking after animals
<b>Harmony Principle</b>	<b>Diversity</b>	<b>Oneness</b>	<b>Adaptation</b>	<b>Health</b>	<b>Cycle</b>	<b>Interdependence</b>
<b>Key question to explore</b>	What makes me and my family special?	How do we celebrate?	How do I get there?	What do I need to be healthy	What grows in different local places	Where do different animals live and why?
<b>Sustainability theme (How will we value our world?)</b>	Knowing we are all special and unique	Learning to celebrate special people and special times	Making healthy travel choices	Finding out about where our food comes from	Learning about local ecosystems	Understanding how we care for animals
<b>Great work outcome (End result to share)</b>	House picture frame and portrait	Clay candle holder	Performing a Bear Hunt dance	Making a healthy picnic	Peashoots/sunflower to nurture at home	Making bug hotels
<b>Great reads:</b> <b>Talk 4 writing</b> <b>Reading Spine</b> <b>Books linked to Harmony /Global Learning/Diversity/Inclusion</b>	<b>3 Little pigs</b> <i>So much, Peace at last, Owl babies, What happened to you?</i> <i>Everyone is welcome here, Only one you, The Family Book, Whoever you are, Squash and a squeeze, But Martin, Don't call me special</i>	<b>Little Red hen</b> <i>Pumpkin Soup, Not now Noor!</i> <i>Once there were giants, Titch, Colour Monster, Where the poppies now grow, Bonfire night, Stickman</i>	<b>Bear Hunt</b> <i>Where the Wild Things are</i> <i>Snail and the Whale, Oi get off my train, Say goodbye say hello, Silly Billy, Coming to England</i>	<b>Gingerbread man</b> <i>Somebody swallowed Stanley</i> <i>The tiger that came to tea, The Shopping basket, The elephant and the bad baby, Buddy's pancakes, The world came to my place today, Avocado baby, Eat up Gemma</i>	<b>Enormous Turnip</b> <b>Tree</b> <i>The tiny seed, 4 seasons in one day, Jack and the beanstalk, Oliver's vegetables, The Lumberjacks beard, Tidy A very Happy Easter, We planted a tree</i>	<b>Three Billy Goats Gruff</b> <i>Handa's Surprise, Counting Creatures, Brown Bear</i> <i>Look to the skies, Omar the bees and me, The King of tiny things, Bad tempered ladybird, The tadpoles' promise, Change starts with us</i>
<b>Great experience (Trip/visitor/event)</b>	Meeting buddies	Fire station visit	Police/Road Safety visitor	Visit to local shops	Visit to garden centre	Farm visit


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<b>Communication and Language - Educational Programme</b> 	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>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 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.</b></p>					
<b>Term Specific Provision</b>	<p>Understand how to listen carefully and why listening is important.- following instructions for daily routines. Engage in story and rhyme times. Making friends by introducing themselves and listening in name games. Children talking about experiences that are familiar to them - about family routines and special occasions. Show an interest in the lives of other people. Develop vocabulary linked to theme e.g. labels for family members, materials for building and their properties.</p>	<p>Ask questions to find out more and to check they understand what has been said to them - questions about celebration events, how different people celebrate and why. Talk about their own lives - birthdays, family celebrations, passions and dreams. Develop social phrases and use throughout the day. Develop vocabulary linked to theme - festival names, names of key people, emotional vocabulary. Engage in story and rhyme time - return to books and resources modelled to retell and perform.</p>	<p>Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another - describing food preferences, explaining healthy lifestyle practices. Develop vocabulary linked to theme - new foods, food types, processes that change food, descriptive vocabulary. Retell key stories once they have developed deep familiarity . Start to tell own stories using Tales Toolkit framework. Engage in story and rhyme time - return to books and resources modelled to retell and perform. Engage in non-fiction books.</p>	<p>Describe events in some detail - changes in plant growth, weather changes, seasonal changes.  Listen to and talk about selected non-fiction books to develop familiarity with new knowledge and vocabulary - books to find out about plant growth, caring for plants, different environments, wider world information.  Retell key stories once they have developed deep familiarity - offer ideas to innovate on the story.  Start to create own stories using Tales toolkit framework.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen - how can I look after this animal, what sort of environment does it need, how can I change things to make it better? Continue to engage in non-fiction books to further develop their new vocabulary - names of animals, habitats, world wide environments. Retell key stories once they have developed deep familiarity - offer ideas to innovate on the story. Continue to create own stories using Tales toolkit framework.</p>	<p>Confidently retell, innovate and create stories to tell to others based on deep familiarity of a range of stories from across the year - use story maps and Tales Toolkit frameworks for support.  Use new vocabulary in different contexts— applying what they have learnt across the year to their own retellings.  Express their ideas and feelings about experiences in a range of situations and to different audiences - talk about their year, transition, dreams and goals.</p>
<b>Ongoing provision throughout the year</b>	<p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, snack chat, Pobl 365, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p>					



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<b>Personal, Social &amp; Emotional Development - Educational Programme</b> 	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
<b>Term Specific Provision</b>	<p>See themselves as a valuable individual - getting to know each other and their families, talk about likes and dislikes.</p> <p>Build constructive and respectful relationships - working with new adults and children in a larger group</p> <p>Manage their own needs - hand washing, choice of snack, toileting</p> <p><b>Jigsaw - Being me in my world</b></p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Express their feelings and consider the feelings of others - different ways people celebrate, how celebrations make us feel, everyday feelings</p> <p>Think about the perspective of others - finding out about other people - historical, religious, real and fictitious</p> <p><b>Jigsaw - Celebrating differences</b></p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Know and talk about the different factors that support overall health and well being - healthy eating, physical activity, toothbrushing, sleep routines, sensible amounts of screen time</p> <p><b>Jigsaw - Dreams and Goals</b></p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Know and talk about the different factors that support overall health and well being - healthy eating, physical activity, toothbrushing, sleep routines, sensible amounts of screen time</p> <p><b>Jigsaw - Healthy me</b></p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Identify and moderate own feelings socially and emotionally - fears about animals, caring for animals, recognise people will behave in different ways and how we can support each other with this, it is ok to have different feelings.</p> <p><b>Jigsaw - Relationships</b></p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Show resilience and perseverance in the face of challenge - overcoming difficulties in journeys, transition times, performance to others, visit out further afield, being able to discuss upcoming changes</p> <p>Know and talk about the different factors that support overall health and well being - being a safe pedestrian</p> <p><b>Jigsaw - Changing me</b></p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
<b>Ongoing provision throughout the year</b>	<p>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year and may apply differently for particular individual needs - daily 'Special Helper' role, daily 'Star of the day' celebrations, 'Golden Moments', challenge activities, use of planning board, group work, visual timetable, weekly welly walks.</p>					

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<b>Physical Development - Educational Programme</b> 	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>Term Specific Provision</b>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping climbing - REAL Gym - 'At Home' &amp; 'Park Life',</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient - draw freely, copy basic handwriting patterns</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> <p>Correct formation of letters in their name</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping climbing - REAL PE REAL PE 'Birthday Bike Surprise'.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Correct formation of graphemes taught so far in phonics lessons.</p>	<p>Combine different movements with ease and fluency - dance focus - Food theme.</p> <p>Develop overall body-strength, balance, co-ordination and agility - REAL PE - Pirate pranks</p> <p>Correct formation of graphemes taught so far in phonics lessons whilst writing simple words and phrases.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility - REAL Gym - 'Jungle Trip'</p> <p>Correct formation of letters during structured tasks such as 'Super sentence writing' and group literacy activities.</p>	<p>Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace - dance focus - Butterfly life cycle.</p> <p>Correct formation of letters during structured tasks such as 'Super sentence writing' and group literacy activities.</p>
<b>Ongoing provision throughout the year</b>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons - weekly finger gym focus, common play behaviours used to select resources for sand/water areas to encourage fine motor skill development, new tools modelled and introduced gradually in areas such as creative, modelling and construction areas. Specific interventions introduced following observations e.g. dough disco, Pencil Grip intervention, Jungle Journey.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - there will be opportunities to work at different levels/heights within the outdoor and indoor learning environment.</p> <p>Weekly welly walks will allow children to further practise gross and fine motor skills in different environments to those experienced in school using a range of natural materials.</p>					

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<b>Literacy Development - Educational Programme</b> 	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Term Specific Provision</b>	<p><b>Comprehension</b></p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Retelling familiar stories through the use of pictures to tell the story.</p> <p><b>Word reading</b></p> <p>Read individual letters by saying the sounds for them (Phonics phase 1 &amp; 2)</p> <p><b>Writing</b></p> <p>Support dominant hand, tripod grip. Provide activities to promote mark making, giving meaning to marks. Writing name.</p>					
	<p>Retell stories related to events through acting/ role play. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Editing of story maps and orally retelling new stories. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Make books available for children to share at school and at home.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Phonics phase 2)</p> <p>Name writing with correct letter formation. Labelling using initial sounds. Sequence key story. Help children identify the sound that is tricky to spell.</p>	<p>Making up stories with using Tales Toolkit strategy. Encourage children to record stories through picture drawing/ mark making. Enjoys an increasing range of books including non fiction texts and lists/ recipes.</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme (Phonics phase 3)</p> <p>Writing some of the tricky words introduced in phonics. Writing CVC words. Guided writing based on labels and lists.</p>	<p>Information books/ leaflets about plants and growing. Beginning to understand that a non-fiction is a non-story- it gives information instead. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Phonics phase 3)</p> <p>Writing simple captions and phrases to create short non-fiction books based on their experiences of growth and change. Correct formation of lower case letters.</p>	<p>Stories and information books from other cultures, traditions, environments. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment (Phonics phase 4)</p> <p>Writing simple sentences to describe animals and places using capital letters and full stops. Correct formation of capital letters.</p>	<p>Can record and retell their own story ideas by drawing pictures of characters/ event / setting, may include labels, sentences or captions. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing simple sentences to form recounts and innovated stories. Re read work to check it makes sense.</p>	

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<b>Maths Development - Educational Programme</b> 	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<b>Term Specific Provision</b>	<p><b>Mastering Number Scheme weeks 1-10</b></p> <p><b>White Rose Maths :</b> <b>Talk about measure and pattern.</b></p>	<p><b>Mastering Number Scheme weeks 1-10</b></p> <p><b>White Rose Maths:</b> <b>Circles and triangles.</b> <b>Shapes with 4 sides.</b></p>	<p><b>Mastering Number Scheme weeks 11-20</b></p> <p><b>White Rose Maths :</b> <b>Length, height and time.</b></p>	<p><b>Mastering Number Scheme weeks 11-20</b></p> <p><b>White Rose Maths:</b> <b>Mass and capacity.</b></p>	<p><b>Mastering Number Scheme weeks 21-30</b></p> <p><b>White Rose Maths:</b> <b>Explore 3D shapes.</b></p>	<p><b>Mastering Number Scheme weeks 21-30</b></p> <p><b>White Rose Maths</b> <b>Visualise, build and map.</b></p>
<b>Ongoing provision throughout the year</b>	<p>During daily routines: Self-registration (10-frames), calendar, visual timetable, book voting, sticker charts (10-frames) . Story or discussion times: Practise taught skills, "What do you notice?", "What can you see, how do you see it?" Maths area to provide resources to support current themes, opportunities to explore Numberblocks and Ten Town. Participation in daily 'Mastering Number' sessions as part of new project.</p>					

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<b>Understanding The world, RE - Educational Programme</b> 	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<b>Term Specific Provision</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community - where they live, places they visit.</p> <p>RE - F4 'Being Special, where do we belong?'</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. - Bonfire Night, Harvest, Remembrance Day, Diwali, Christmas</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>RE - F2 'Why is Christmas special for Christians?'</p>	<p>Understand that some places are special to members of their community - local landmarks</p> <p>Comment on images of familiar situations in the past - types of transport.</p> <p>Seasonal change.</p> <p>RE- F1 - 'Why is the word God so important to Christians?'</p>	<p>Comment on images of familiar situations in the past - shops, artefacts from shops.</p> <p>Draw information from a simple map - local environment.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways - Chinese New Year, Pancake Day, St David's Day, Easter</p> <p>Explore the natural world around them - natural processes - melting, freezing, dissolving, boiling - linked to cooking experiences.</p> <p>RE - F3 - 'Why is Easter special for Christians?'</p>	<p>Explore the natural world around them. - close observation of plants, using natural materials to create art, natural processes</p> <p>Seasonal Change.</p> <p>RE - F5 - 'Which places are special and why?'</p>	<p>Recognise some similarities and differences between life in this country and life in other countries - Handa</p> <p>Draw information from a simple map - maps from different environments, globes, world maps</p> <p>RE - F6 - 'Which stories are special and why?'</p>
<b>Ongoing provision throughout the year</b>	<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside - extended outdoor learning sessions on a daily basis, weekly welly walks to different local environments, seasonal additions to class display and home corner area, looking after the outdoor areas plants and animals.</p>					

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<b>Expressive Arts &amp; Design - Educational Programme</b>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>  					
<b>Term Specific Provision</b>	<p>Build a repertoire of songs and rhymes Listen to a range of songs and music Explore Beat and Tempo using body percussion</p> <p>Use different textures and materials to make houses for the three little pigs</p> <p>To draw a self-portrait (enclosing lines): draw definite features. Look at self portraits by famous artists and express preferences.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue - create a house frame</p>	<p>Build a repertoire of songs and rhymes Listen and explore music through art fireworks music Use instruments to accompany songs</p> <p>Beginning to mix colours - Autumn</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>Making clay diwas</p> <p>Making a stick man using natural objects</p>	<p>Build a repertoire of songs and rhymes Listen to a range of songs and music Explore Winter sounds using instruments; explore Structure, Rhythms and Texture</p> <p>Mixing winter colours - explore adding white and black. Discussing colour wheel/palette, cold and warm colours</p> <p>Modelling based on transport - moving wheels, sails on boats</p> <p>Group collages to recreate textures in Bear Hunt story</p> <p>Exploring Chinese mark making</p> <p>Dance based on theme of Food.</p>	<p>Build a repertoire of songs and rhymes Listen to a range of songs and music: spring and nature Explore tuned and untuned instruments and Pitch</p> <p>Loose parts pictures using food arrangements— Giuseppe Arcimboldo Close observational work of plants using different media</p>	<p>Build a repertoire of songs and rhymes: Listen and explore feelings through movement Explore Dynamics</p> <p>Taking rubbings, using natural materials to mark make with e.g. feather painting, charcoal</p> <p>Van Gogh &amp; Georgia O'Keeffe as artists that represent flowers in art</p> <p>Natural art - Andy Goldsworthy</p>	<p>Build a repertoire of songs and rhymes Listen to songs around the world Explore Pitch</p> <p>Close observational work of animals using different media</p> <p>Collage to recreate animal patterns - Eric Carle's art work</p> <p>Patterns of traditional African clothing - explore printing repeating patterns</p> <p>Dance based on theme of Animals/Life cycles.</p>
<b>Ongoing provision throughout the year</b>	<p>Areas such as role play, small world, making table and the creative area will have materials changed over time to encourage children to - build stories around toys (small world), use available props to support role play, build models using construction equipment, explore, use and refine a variety of artistic effects to express their ideas and feelings, return to and build on their previous learning, refining ideas and developing their ability to represent them</p>					