







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	The 3 C's Caring, Creative, Confident					
School/British Values	The 3 R's Respect, Responsible, Resilient					
Growth Mindset	-Willing to have a go - Go for It Gorilla - Introduce metacognition and the 'learning pit' -Discuss that we can learn from mistakes - 'I can't do it...YET'		-Keep trying – Persevering Parrot -Refer to metacognition/learning pit throughout everything that is done		-Choosing ways to do things and finding new ways – Choosing Chimp -I can mentality -Dream big, aim high	
Topic question Book focus	Can you tell me all about you? <i>Super Duper You – Sophy Henn</i> <i>The Growing Story – Ruth Krauss</i>	What has happened in the home corner? <i>The Gingerbread Man</i> <i>The Runaway Chapatti</i>	Why do people celebrate Chinese New Year? <i>The Magic Paintbrush – Julia Donaldson</i>	Who will save the day? <i>Supertato – Sue Hendra & Paul Linnett</i>	Where are they hiding? <i>Mad About Minibeasts – Giles Andreae</i>	Where will the map lead us? <i>Pirates Love Underpants – Claire Freedman & Ben Cort</i>
Wow factor/immersing	Time Capsule	Crime scene in the home corner	Chinese Immersing day	Crime Scene in classroom	Jungle Jo – Hello to Minibeasts	Pirate sends a map for treasure (underpants)
Healthy Living	Take 5 Washing hands	Take 5 Drinking water	Take 5 Oral Hygiene	Take 5 Healthy Eating	Take 5 Exercise	Take 5 Getting outdoors
PHSE/SRE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Events	Harvest Festival	Bonfire Night Remembrance Day Children In Need Anti-Bullying Week	Internet Safety Day	World Book Day Comic/Sports Relief	Healthy Living Week	Transition Day
Enrichment	Welly Days	Baking gingerbread	Immersing day	Visit - The Old Barn at Field farm	Jungle Jo – Hello to Mini beasts Welly day	Pirate/Seaside Day
Community Links	Parent Meeting	Christmas Concert- Parents/Community		Fire engine visit Police/Doctor etc.		Parents – F2 Graduation

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry 	Ourselves Autumn Halloween Family	Autumn Halloween Bonfire Night Christmas/Father Christmas around the world Diwali Fire Service visit Christmas story	Winter Chinese New Year	Pancake Day Easter Planting/Gardening/Spring	Life cycles –ladybird/plant/sunflowers Local Area – Local park visit	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates
Communication and Language 	<p>Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.</p>	<p>Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases</p>	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
	<p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>		<p>Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.</p>		
Personal, Social and Emotional Development Self-regulation 	<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p> <p>JIGSAW: BEING ME IN MY WORLD</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.</p> <p>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p> <p>JIGSAW: DREAMS AND GOALS</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>JIGSAW: HEALTHY ME</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p> <p>JIGSAW: RELATIONSHIPS</p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> <p>JIGSAW: CHANGING ME</p>
Religious Education	<p>Key Question F1: Which stories are special and why?</p>	<p>Key Question F2: Which people are special and why?</p>	<p>Key question F3: Which places are special and why?</p>	<p>Key Question F5: Where do we belong?</p>	<p>Key question F4: Which times are special and why?</p>	<p>Key Question F6: What is special about our world?</p>
Physical Development  <p>Complete PE Focus</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Walking & Jumping Walking Explore/develop walking Explore walking in different pathways Sustain walking Explore marching Apply walking into a game Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Moving Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>High, Low & Under Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Feet 1 Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Hands 1 Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Ourselves Moving in sequence Responding in movement to words and music Moving with props and contrasting tempos Creating their own movements Exploring opposites and creating simple movement</p>
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.</p>					

Literacy (Comprehension)



Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).

Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.

Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy (Word Reading)

Word Reading: Hear general sound discrimination and be able to orally blend and segment.

Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

Phonics

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVCV -ed /t/	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Literacy (writing)

Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally segment sounds in simple words.

Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Emergent writing: Use appropriate letters for initial sounds. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it.

Emergent writing: Build words using letter sounds in writing. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. **Composition:** Write a simple sentence with a full stop.

Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. **Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions).

Write their name copying it from a name card or try to write it from memory.
Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.

Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.
Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.

Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.
Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.
Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.
Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

Begin to discuss features of their own writing e.g. what kind of story have they written.
Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

Mathematics



Count objects, actions, and sounds. Subitise
 Matching. Sorting & Comparing
 Comparing amounts
 Comparing size, mass & capacity
 Exploring pattern - making simple.

Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10
 Representing 1,2,3
 Comparing 1,2,3
 Composition 1,2,3
 Formation 1,2,3
 Circles and triangles
 Positional language
 Representing 4,5
 Comparing 4,5
 Composition 4,5
 Formation of 4,5
 One more, one less
 Shapes with 4 sides.
 Time
 Sequencing events
 Day and night

Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10
 Introducing zero
 Comparing numbers to 5
 Composition of numbers to 5
 Comparing Mass
 Comparing Capacity
 Number 6, 7, 8
 Making pairs, pairs wise, doubles
 Combining 2 groups
 Length, height.
 Time

Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10
 Numbers 9,10
 Comparing numbers to 10
 Composition numbers to 10
 Making pairs.
 Combining groups
 Number bonds to 10
 3D shapes
 Pattern
 Spatial awareness

Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10
 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering
 Composition of numbers to 10 and beyond
 Counting patterns to 10 and beyond
 Spatial reasoning.
 3D shape
 Match, rotate, and manipulate
 Pattern – AABB, BBA
 Sunflower Challenge

Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10
 Adding more
 Taking away
 Number bonds
 Shape – spatial reasoning
 Doubling
 Sharing and grouping
 Even and odd
 Patterns and relationships

Ongoing throughout the year

Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.

Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.

Understanding the World



Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.

Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.
Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.
Comment on images of familiar situations in the past.

Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.
Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

Chronology: Recount an event, orally, pictorial and/or with captions.
Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Chronology: Order experiences in relation to themselves and others, including stories.
Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able to **compare and contrast characters from stories throughout the year, including figures from the past.** Using Little People, Big Dreams books.

Respect: Themselves, special things in their own lives.

Respect: Recognise that people have different beliefs and celebrate special times in different ways.

Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and

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Respect: Animals and know how to care for an animal/pets

Respect: Understand that some places are special to members of their community.

	<p>Lyfta - Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Lyfta - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p>events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>events or objects – through non-fiction texts, stories, visitors, celebrations.</p>		
	<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>

Communication: Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.*
Observation: *Explore the natural world around them* by taking part in 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

	<p>Focus on Autumn/Winter garden area in F2 playground & forest school area -changing states of matter ice/snow melting</p>	<p>Focus Spring, growing vegetables, trip to a working farm to identify and pick – changing states of matter cooking vegetables</p>	<p>Focus Summer, common British minibeasts and their habitats, lifecycle of a ladybird – changing states of matter drying, water evaporating when heated</p>
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<p>Expressive Arts and Design</p> 	<p>Drawing Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Begin to understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. Transient art face & playdough face. Draw a self-portrait, draw a family portrait.</p> <p>Colour: I can explore colour and how colours can be changed – mix colours to create a self-portrait using appropriate colours. Know the names of light colours and dark colours.</p> <p>3D Work: Create a transient art face using loose parts. Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year) Create a playdough face using tools to mould and shape.</p> <p>Cutting Skills:</p>	<p>3D Work: Make clay Diva Lamps, paint and decorate. Create transient art Rangoli patterns. Show interest in and describe the texture of things. Use various construction materials.</p> <p>Painting and Colour Observational painting of poppies. Create firework paintings using a range of different media and techniques. Explore colour and how colours can be changed. Understand that we can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>3D Work: Create a Chinese Dragon using box modelling materials. Use various construction materials.</p> <p>Painting and Colour: Mix colours and explore tones of colour (adding black or white) to paint a picture with an imaginary magic paintbrush. Explore colour and how colours can be changed. Understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Collage: Explore, use and refine a variety of artistic effects to express their ideas and feelings while creating a Chinese flag collage.</p> <p>Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Printing: Explore fruit and vegetable printing, exploring colour and how colours can be changed.</p> <p>Drawing: Understand that lines are used to enclose a space, and use these shapes to represent objects when creating an observational drawing of fruit and vegetables.</p> <p>Painting: Return to and build on their previous learning, refining ideas and developing their ability to represent them to paint a portrait of the characters from the story 'Supertato'.</p> <p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Drawing: 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 when creating observational drawings of minibeasts.</p> <p>Printing: Explore minibeast footprint printing, exploring colour and how colours can be changed.</p> <p>Collage: Explore, use and refine a variety of artistic effects to express their ideas and feelings while creating a minibeast collage.</p> <p>Charanga Songs: Big Bear Funk</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	<p>Drawing: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function when creating a pirate treasure map. Share their creations, explaining the process they have used.</p> <p>3D Work: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function when making a 3D pirate ship using box model materials. Share their creations, explaining the process they have used.</p> <p>Printing: Explore shape/sponge printing to create patterned pants, exploring colour and how colours can be changed.</p> <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
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Know how to safely pass scissors to another person.
Know how to use scissors to make snips in paper.

Charanga Songs:

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song
Things for Fingers

Focus Nursery Rhymes/songs
(adapted from Learning Power):

SHARE: In and out the dusty Bluebells
HAVE A GO: A sailor went to sea
ENJOY LEARNING: She'll be coming round the mountain
ALWAYS IMPROVING: Down in the Jungle
RESILIANCE: The bear went over the mountain
THINK: BINGO

Develop storylines in their pretend play.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Focus Nursery Rhymes/songs
(adapted from Learning Power):

SHARE: Oh Soldier, soldier
HAVE A GO: 10 Fat Sausages
ENJOY LEARNING: Dingle Dangle Scarecrow
ALWAYS IMPROVING: One Man went to Mow
RESILIANCE: 3 Blind Mice
THINK: Diddle, Diddle Dumpling

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Focus Nursery Rhymes/songs
(adapted from Learning Power):

SHARE: 10 in the Bed
HAVE A GO: To Market, To Market
ENJOY LEARNING: Hey Diddle Diddle
ALWAYS IMPROVING: The House that Jack Built
RESILIANCE: There's a Hole in my Bucket
THINK: There was an Old Woman Who Swallowed a Fly

Focus Nursery Rhymes/songs
(adapted from Learning Power):

SHARE: In a Cottage in a Wood
HAVE A GO: The Mulberry Bush
ENJOY LEARNING: Girls and Boys Come Out to Play
ALWAYS IMPROVING: This old man
RESILIANCE: There was a Crooked Man
THINK: Mary, Mary Quite Contrary

Focus Nursery Rhymes/songs
(adapted from Learning Power):

SHARE: Tall Shops in the Town
HAVE A GO: Buttercup Farm
ENJOY LEARNING: Ride a Cock Horse
ALWAYS IMPROVING: London Bridge
RESILIANCE: Michael Finnegan
THINK: Little Miss Muffet

Watch and talk about dance and performance art, expressing their feelings and responses.

Focus Nursery Rhymes/songs
(adapted from Learning Power):

Recap all taught rhymes

Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.