
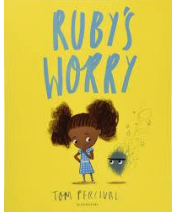
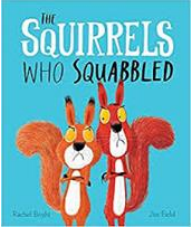
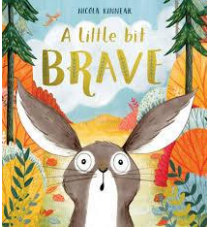
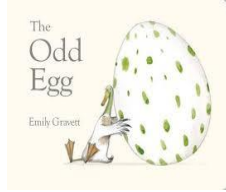
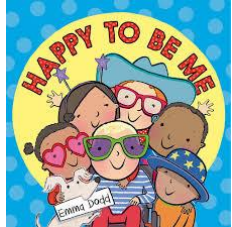


|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
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| <b>Reception</b>   | All about me  | Dinosaurs   | Rainforests  | Space   | Minibeasts   | Minibeasts   |
| <b>key moments</b><br>(These will be added to throughout the year)   | Transition<br>Getting to know you<br>Autumn<br>Harvest<br>Birthdays   | Autumn & Winter<br>Remembrance Day<br>Diwali<br>World Space Week<br>Guy Fawkes, Bonfire<br>Night Nativity<br>Christmas<br>Santa Visit   | Valentine's Day<br>Pancake Day<br>Chinese New Year   | Food tasting – different cultures<br>World Book Day<br>Mother's Day<br>Easter<br>St George's Day<br>Internet Safety Day<br>Easter Egg Hunt                      | Visit the dentist<br>Father's Day<br>Eid   | Transition<br>Healthy Eating Week<br>Farm trip?<br>World Environment Day<br>Sports Day   |
| <b>Books to Supplement Learning</b><br>(Not limited to)  | The colour Monster<br>Have you filled a bucket today?<br>Only one you<br>Hair love<br>Your heart and lungs ( NF)<br>Your fantastic, elastic brain<br>Super-duper you<br>Funny bones<br>Can I build another me?<br>Titch<br>Once there were giants<br>Look out how we use our senses | Rama and Sita<br>The Jolly Christmas<br>Postman<br>Christmas Stories<br>The shepherd who could not sing<br>Harry and the bucketful of dinosaurs<br>The dinosaur egg<br>Captain Flynn and the dinosaurs<br>Katie and the dinosaurs<br>Very important dinosaurs | Ring tailed lemur<br>Madagascar<br>Wildlife of Madagascar<br>The great Kapok tree<br>One day on our blue planet – The rainforest<br>Tree - seasons come and seasons go<br>Where the forest meets the sea<br>What the macaw saw   | Traction man<br>Toys in space<br>Space<br>The marvellous moon map<br>Beegu<br>Look inside- Space<br>The spacesuit<br>Aliens love underpants                     | AAARGGGHHH Spider!<br>The woolly bear caterpillar<br>The butterfly dance<br>The hungry caterpillar<br>The bee book<br>Willbee the bumblebee<br>Snail trail<br>The giant jam sandwich<br>Yucky worms<br>Norman<br>Superworm<br>Mad about minibeasts |  |
| <b>Communication and Language</b>  | Understand how to listen carefully and why listening is important.<br>Engage in story times.  | Ask questions to find out more and to check they understand what has been said to them.<br>Develop social phrases<br>Engage in story times.   | Articulate their ideas and thoughts in well-formed sentences.<br>Connect one idea or action to another using a range of connectives.<br>Engage in non-fiction books.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Describe events in some detail<br>Use talk to help work out problems and organise thinking and activities<br>explain how things work and why they might happen. | Listen to and talk about stories to build familiarity and understanding.<br>Engage in non-fiction books.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.                         | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>Use new vocabulary in different contexts. |
| Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts<br>Use new vocabulary through the day. Learn rhymes, poems, and songs. |   |   |  |   |  |  |

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| Talk through stories                | Elmer<br>A Little Bit Brave<br>My Monster and Me<br>The Scarecrows' Wedding   | Ravi's Roar<br>Winnie the Witch<br>The Wonky Donkey<br>Stick Man  | Can't you Sleep, Little Bear?<br>Where the Wild Things Are<br>Zog<br>Gecko's Echo  | Aliens Love Underpants<br>Ruby's Worry<br>Lost and Found<br>Supertato   | Handa's Hen<br>Farmer Duck<br>Owl Babies<br>Six Dinner Sid  | Click Clack Moo<br>Billy's Bucket<br>Anna Hisbiscus' Song<br>Tiddler   |
| PSED                                | <i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>  |   |  |   |   |  |
|                                     | See themselves as a valuable individual.<br>Build constructive and respectful relationships.<br>Express their feelings and consider the feelings of others.   | Show resilience and perseverance in the face of challenge.<br>Identify and moderate their own feelings socially and emotionally.  | Think about the perspectives of others.<br>Manage their own needs.   |   |   |  |
| ELG<br>PSED: Self-Regulation        | <p style="text-align: center;">I can talk about my feelings and those of someone else<br/>I can follow the rules in my class to keep safe<br/>I can follow instructions, even when I am doing something else<br/>I can take turns and wait for what I need I can listen and respond appropriately</p>   |   |  |   |   |  |
| ELG<br>PSED: Managing self          | <p style="text-align: center;">I can explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |   |  |   |   |  |
| ELG<br>PSED: Building Relationships | <p style="text-align: center;">I can form positive attachments with adults and peers<br/>I can work and play cooperatively and take turns with others.<br/>I am sensitive to my own needs and those of others.</p>  |   |  |   |   |  |
| PSED - Jigsaw                       | Being Me in My World<br>Children will learn about boundaries within class and school. They will develop relationships with their peers and adults. Children will learn to take turns and share with others. They will be introduced to the 'Golden Rules' and understand the role they play within school to help follow them.  | Celebrating Difference<br>Children will begin to understand that their needs cannot always be met instantly and that they will need to be patient and kind to others. They will see that relationships involve teamwork where they will learn about the feelings of others and how one's own actions can affect other people in the | Dreams and Goals<br>Children will develop their confidence and begin to break out of their comfort zones. They will initiate conversations with their peers and adults; they will keep play going with other children and invite others to join in. Children will begin to think about how to best solve conflicts with their peers. They will continue to | Healthy Me<br>Children will become more aware of their own feelings as well as others. They will consider how their actions not only affect themselves but other people. They will consider how in different environments and with the use of various equipment how they can keep themselves and others safe. | Relationships<br>Children will display skills in independence and positive friendships. They will be firmly aware of the boundaries and expectations within class and school and beyond. They will be able to openly talk about their feelings and what they like and dislike with others in a group. | Changing Me<br>Children will be able negotiate with their peers in situations that may initially have caused conflict. They will be able to talk in front of the class with confidence. They will be able to think and talk about their next step in their school journey: Reception to Year 1. They will be able to share their |

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|  |  | classroom and school and beyond.   | demonstrate good manners and politeness where appropriate.  |  |  | thoughts and concerns with this transition.  |
| <b>British Values</b><br>Opportunities to discuss will happen throughout the year they will also thread through assemblies, Circle time, class discussions, story times and PSED | <b>Rule of law</b><br>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. | <b>Mutual Respect</b><br>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. | <b>Mutual Tolerance</b><br>Everyone is valued; all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.       | <b>Democracy</b><br>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. | <b>Individual liberty</b><br>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. | <b>Recap all British Values</b><br>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| <b>PSED</b><br>Diversity<br>No outsider texts  | <br>To make friends with somebody new   | <br>To know what to do with a worry   | <br>Friendship cooperation   | <br>Overcoming fear   | <br>To understand what makes someone proud  | <br>Self - esteem  |
| <b>PD</b>  | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene   | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.   | 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. | 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  | Combine different movements with ease and fluency<br>Develop the foundations of a handwriting style which is fast, accurate and efficient.   | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.   |

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|                                     |  |   |  | routine, being a safe pedestrian  |   |   |
|                                     | <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.</p> <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, tweezers, chopsticks, tools, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p> |   |  |   |   |   |
| <b>PD</b><br>Get set for PE<br>Yoga | Introduction to PE<br>Yoga   | Dance<br>Yoga   | Gymnastics<br>Yoga   | Fundamentals<br>Yoga  | Games<br>Yoga   | Ball skills<br>Yoga   |
| <b>English</b>                      | Practising writing their names. Recognising words with the same initial sound. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Beginning to form some letters accurately   | Continuing to learn letter formation. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Writing CVC words by identifying the sounds. Continuing a rhyming string. Writing short simple sentences. Introducing capital letters and full stops. | Forming lower-case and capital letters correctly. Giving meanings to marks that they make. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Introducing adjectives and using them to describe pictures. | Forming lower-case and capital letters correctly. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Extending sentences using HFW and adjectives. Rereading what they have written. Introducing conjunctions. | Writing recognisable letters. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Extending sentences using HFW, adjectives and conjunctions. Rereading what they have written to check that it makes sense | Writing recognisable letters. Spelling words by identifying sounds in them and representing the sounds with letters. Writing simple phrases and sentences using a capital letter and full stop, which can be read by others. Extending their sentences using HFW, adjectives and conjunctions. Writing rhyming sentences. |
| <b>RWI</b>                          | Read Write Inc: Group A<br>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Reading: Hear general sound discrimination and be able  | Read Write Inc: Group B<br>Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling<br>Reading: Read individual  | Read Write Inc: Group C<br>Consolidate skills as in Autumn 2. Recognise digraphs -sh, ch, th, qu, ng, nk consonant endings – ck, ll, ff etc Blend and segment known sounds for reading and spelling VC, CVC. Challenge CVCC<br>Reading: Read individual  | Read Write Inc: Ditty<br>Consolidate Set 1 sounds. Know high-frequency common words (the, to, no, go, I). Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed<br>Reading: Read  | Read Write Inc: Red Ditty<br>Consolidate set 1 sounds. Begin to know ay, ee, igh, oo. Consolidate previous tricky words. Begin to read tricky words he, she, we, me, be, said, of, was, my, by. Continue to apply knowledge of blending and segmenting to   | Read Write Inc: Green<br>Begin to learn set 2 sounds Read CVCC words Know adjacent consonants – st, sp etc Read tricky words you, your and all. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC  |

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|                              | to orally blend and segment.   | 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.  | 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.   | 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. Read a few common exception words matched to the school’s phonic programme. | reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. 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. | words and segment CVC words for spelling Write longer sentences using phonic knowledge, write digraphs and trigraph Reading- Consolidation from previous half term Re-read what they have written to check that it makes sense. |
| <b>Reading</b>               | Whole Class guided Reading<br>Learning to hold a book correctly and we read from left to right, top to bottom. Reading individual letters by saying the sounds for them. Hearing initial sounds in words. Blending sounds in CVC words. Reading simple phrases and sentences. Engaging in conversations about stories and reading a range of books in the environment. |   | Whole Class Guided Reading<br>Blending sounds in CVC and CVCC/CCVC words. Reading simple phrases and sentences, and a few common exception words. Re-reading books to build up their confidence in word reading and fluency. Enjoying reading a range of books in the environment. |   | Whole Class Guided Reading<br>Knowing the sounds for each letter in the alphabet and 10 digraphs. Reading simple sentences and words consistent with their phonic knowledge. Anticipating key events in stories. Demonstrating an understanding of what has been read to them by retelling stories and using newly learnt vocabulary.   |   |
| <b>Maths</b><br>Number sense | Baseline assessments counting<br>Introduce Numicon<br><br>Non- Number<br>Spatial reasoning<br>Construction and 3D shapes<br>Number: subitising quantities to 3<br>Book 1 – subitising 1-2<br>Book 2 – subitising 1-3   | Non-Number<br>Spatial reasoning<br>2D shapes and shape puzzles<br>Number subitising quantities to 5<br>Book 3:<br>Subitising 1-4<br>Book 4 :<br>subitising 1-5<br>Book 4<br>Subitising 1-5 (ten frames) | Non-Number<br>Pattern<br>Number<br>Enumerating between 6 and 10<br>Book 5:<br>subitising 6-10<br>counting out up to 10 items from a collection<br><u>Numberblocks</u><br>series 2 episodes 1-15 six to ten   | Non-Number<br>Spatial reasoning<br>Symmetry (including shape puzzles and construction)<br>Partitioning 2, 3, 4, 5 and 10 and (number bonds for these number<br>Books 6 and 7<br>Partitioning 2 and 3<br>Book 8<br>Partitioning 4                    | Non-Number<br>Measures<br>Composition of 6-9 and comparison of numbers to 10<br>Book 11<br>Composition of 609<br>Book 12<br>Comparing numbers to 10<br><u>Numberblocks</u><br>Series 3 episodes 16-30<br>Eleven to fifteen  | Patterns in number<br>Book 13<br>Patterns odds and evens<br>Patterns in doubles<br>Equal distribution<br>Non – Number<br>Pattern<br>Spatial reasoning<br>Maps and plans<br>Measures<br><u>Numberblocks</u><br>Series 4          |

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|                          | <p><b>Numberblocks</b><br/>Series 1 - 1-15 one to five</p> | <p><b>Numberblocks</b><br/>Series 1 - 1-15 one to five<br/>Addition and subtraction of numbers to 5</p> <ul style="list-style-type: none"> <li>• Number bonds to 5</li> </ul> | <p>Unitising concept of one group of ten.<br/>Ten is both ten units of one and one unit of ten. they are equivalent. Notice that the gridlines marking ten disappear to mark the fact that this is one ten.</p> <p><b>More about one to ten</b><br/>Subtracting 1 from a number.<br/>The subtraction sign.<br/>Notice the triangular number pattern in the initial picture of the ten bottles.<br/>The concept of equal groupings (precursor to factors)</p> | <p><b>Book 9</b><br/><b>Partitioning 5</b><br/><b>Book 10</b><br/><b>partitioning 10</b><br/><b>Numberblocks</b></p> <p><b>Series 3 episodes 1-15</b><br/>Equivalence: 6 references quantities that are the same eg: <math>6 = 3 + 3</math>. This is important to the understanding of the equals sign.<br/>Repeated addition. This lays the foundation for multiplication eg: <math>6 = 2 + 2 + 2</math><br/>Factors of 6: Lays foundation for partitioning into equal groups.<br/>Doubling of 1,2,4 to make 2,4 and 8 and then halving of the doubles to give the factors 1,2,4 and 8.<br/>Combining to double<br/>Partitioning to halve<br/>Inverse relationships.<br/>Nine is partitioned into three threes and then recombines.<br/>Doing and undoing<br/>Because 9 can be partitioned into 3 threes, he is a square number.</p> | <p>Use the language of first, then and now.<br/>Partition and recombine in different ways.<br/>Recognising the teens are 10 and something.<br/>Double trouble</p> | <p>Episodes 1-15<br/>Sixteen to twenty<br/><b>Length:</b> Use the correct language of tall, short, narrow, wide, long, height, length, width.<br/><b>Weight:</b> Use the correct language of comparison: light, lighter, lightest, heavy, heavier, heaviest.<br/><b>Capacity:</b> Use the correct language of comparison: full fuller, empty, half full, nearly full, tall, thin, narrow, wide, shallow.<br/><b>Missing Numbers:</b> Counting and adding on to find what's missing.</p> |
| <p>UTW / PSED<br/>RE</p> | <p>Who are Christians and what do they believe?</p>        | <p>Why do Christians perform the nativity at Christmas?</p>   | <p>Does everyone believe in God?</p>   | <p>Why do Christians put a cross in an Easter garden?</p>   | <p>What do people celebrate and why?</p>  | <p>Are all families the same?</p>   |

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| <p>UTW</p>  | <p>Talk about members of their immediate family and community.<br/>Name and describe people who are familiar to them.<br/>Draw information from a simple map.</p>   | <p>Recognise that people have different beliefs and celebrate special times in different ways.<br/>Explore the natural world around them.</p>   | <p>Recognise some environments that are different to the one in which they live.</p>  | <p>Understand that some places are special to members of their community.<br/>Recognise some similarities and differences between life in this country and life in other countries.</p>   | <p>Explore the natural world around them.<br/>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Comment on images of familiar situations in the past.<br/>Compare and contrast characters from stories, including figures from the past.</p>   |
| <p>Topic UTW<br/>(Geography, History and Science)</p> | <p>Geography: Pupils will look at maps to explore where we will live. They will learn about where their parents lived as children. Pupils will learn about their own immediate environment and compare it to that of another family<br/>History: Pupils will find out about their own family and those of others. They will learn about family tress and about my family in the past. They will join in with their family customs and traditions. They will learn about the family traditions and customs of others. Pupils will learn about a time capsule and begin a memory box<br/>Science: The pupils will learn about keeping healthy. Why a healthy diet that includes exercise is good for us. They will find out and discuss ways to keep safe and healthy. The pupils will create healthy meals and take part in cooking activities learning about the changes of states for some of the ingredients. The pupils will help to plant vegetables and flowers and they will observe the changes. They will learn about how they have changed since they were a baby.</p> | <p>Geography: Pupils will find out about dinosaurs and where they used to live. They will explore fossils and where the largest dinosaur was discovered.<br/>History: Pupils will find out about dinosaurs and the people that discovered them. They will learn about a dinosaur timeline<br/>They will look at fact books and videos to find out information about dinosaurs. Pupils will find out about the first dinosaur discovered and the latest one.<br/>Science: The pupils will create fossils using ingredients and discuss the changes in states. The pupils will help to recreate a volcano and observe closely and talk about the changes in the ingredients used. The Pupils will learn about fossilised dinosaur eggs. They will notice that animals, including humans, have offspring which grow into adults. Pupils will be introduced to the processes of reproduction and growth in animals. The pupils will be able to identify some dinosaurs as Carnivore, herbivores and omnivores</p> | <p>Geography: Pupils will find out about where Madagascar is using a globe and an atlas. They will compare Madagascar as an island to that of the United Kingdom. The pupils will learn that Madagascar harbours lush rain forests, tropical dry forests, plateaus, and deserts. They will briefly learn about the different layers of the rainforest. They will learn about different landscapes.<br/>Science: The pupils will make observations of the animals and plants from Madagascar. They will learn about different habitats and camouflage. The pupils will learn about how the animals have adapted to the different habitats of Madagascar. They will learn about the different foods the animals eat. The pupils will learn about why trees are so important to our environment. They will learn about the difference between nocturnal and diurnal animals.</p> | <p>History: The first moon landing Neil Armstrong. A brief look at how space travel has changed.<br/>Science: The names and order of the planets in our solar system. To learn that we are the third planet from the sun and we have one moon. The eight planets in our solar system orbit the sun.<br/>Why do we have space stations?<br/>The sun is a giant ball of gas and plasma. The sun is not a planet it is a star.</p> |   | <p>Geography: Pupils will learn about the minibeasts that can be found in their immediate locality and compare them to a few favourites from around the globe. Through the minibeast topic the children will Learn about seasons and the lifecycle of minibeasts.<br/>History: Pupils will talk about events that may happen with regards to life cycles of minibeasts They will use to talk to sequence events and ask and answer questions about minibeasts.<br/>Science: The pupils will observe minibeasts. They will look after caterpillars as part of our topic. The Pupils will take part in sorting minibeasts based on their different features. For example, wings, no wings, legs, no legs. They will learn about the similarities and differences between living minibeasts. They will learn about the life cycles of a few minibeasts and talk about each stage. They will learn about minibeast habitats and their diets. They will make observations of minibeasts and plants and explain why some things occur and talk about changes.</p> |

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| <b>Forest school activities</b><br>These activities are subject to change based the children's interest | Understand the effect of changing seasons on the natural world around them<br>Describe what they see, hear, and feel whilst outside.   |   |   |  |   |   |
|   | Forest school rules and an introduction to the sites<br>Seasonal walk<br>Autumn Art<br>Blackberry picking and painting<br>Tool use- Bow saw Tree cookies (D&T)<br>Den building for a woodland animal<br>Crazy clay creatures<br>Leaf rubbing<br>Gardening<br>Minibeast spotting<br>Stick reindeers<br>Charcoal winter inspired pictures<br>Magic potions<br>Leaf necklaces and leaf crowns<br>Maps - Treasure hunt ( pirate link term 1)<br>Make your name out of sticks<br>Bird watching<br>Consider biodiversity of our forest school area in this season<br>Children's choice | Seasonal walk<br>Camp fire – with a snack and story<br>Gardening – looking after our garden<br>Minibeast spotting<br>Puddle splashing<br>Tree climbing<br>Clay faces<br>Tool use - Stick whittling (D&T)<br>Looking after animals in the winter<br>Bird food<br>Log dogs (D&T)<br>Den building for a team of 4 (D&T)<br>Ice sculptures<br>Bird watching<br>Make a number line using natural materials<br>Seed balls<br>Easter trail<br>Consider biodiversity of our forest school area in this season<br>Children's choice<br>Hedgehog home | Seasonal walk – look for signs of summer<br>Gardening – looking after our garden<br>Cook outdoors<br>Climb a tree<br>Minibeast spotting<br>Cobweb weaving with the trees<br>Knots – picture frame<br>I am not a stick<br>Musical forest school<br>Seed dispersal<br>Build a raft (D&T)<br>Cloud gazing<br>Bird watching<br>Tool use – whittling a wand or stick for a potion or make food sticks for cooking and eating<br>Self portrait out of natural objects<br>Nature detective<br>Consider biodiversity of our forest school area in this season<br>Stone stacking sculptures<br>Children's choice |  |   |   |
| <b>Focus EAD</b>  | Creating with Materials<br>Loose parts   | Creating with Materials<br>Collage  | Creating with Materials<br>Patterns and Printing  | Creating with Materials<br>Colour mixing   | Creating with Materials<br>Sculpture  | Creating with Materials<br>Painting   |
|   | Explore and play with a wide range of media and materials. Begin to mix colour, use different resources and materials to make models for stories we have read. Create self- portraits,   | Children will know how to make 2D collages. Children will explore and create simple collages in the style of Alma Thomas. Collage of seasons texture materials to create art.   | Children will know how to mould clay. Children will explore patterns and repeating shapes for printing. Experiment with printing use a range of objects   | African art- selecting colours and media. Use salt dough/ clay Direct observational art- sketches/ painting of spring growth | Children will explore different media to create sculpture using, recycled, natural or man-made materials. Observational artwork/ sketches/ painting of spring growth/ | Children will know how to make different shades of the same colour. Children will know how to use and mix watercolour paints. Artwork linked with Eric Carle. |



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|  | children to select tools and materials.  |  |  |   | summer plants and flowers.  |  |
| Key Artists  | Hannah Bullen-Ryner  | Alma Thomas  | Georgia O'Keefe/<br>Rousseau   | Roy Lichenstein/<br>Andy Warhol (pop art to match Theme)  | Saloua Choucair,  | Van Gogh   |
|  | - outdoors - Artwork inspired by Gustav Klimt and Andy Goldsworthy over the year   |  |  |   |   |  |
| Key Celebrations/<br>events Additional EAD opportunities | Seasonal art: Autumn Art: All about me   | Diwali<br>Firework art<br>Remembrance<br>Christmas decorations/<br>Christmas crafts/ calendar  | Seasonal art: Winter<br>Chinese New Year<br>Valentine's Day  | Seasonal art: Spring<br>Mother's Day crafts.<br>Easter Crafts   | St George's Day<br>Islamic Art- Eid   | Seasonal art Summer<br>Father's Day Crafts   |
| EAD  | Develop storylines in their pretend play.  | Sing in a group or on their own, increasingly matching the pitch and following the melody  | Return to and build on their previous learning, refining ideas and developing their ability to represent them  | Create collaboratively sharing ideas, resources, and skills.  | Listen attentively, move to and talk about music, expressing their feelings and responses.  | Watch and talk about dance and performance art, expressing their feelings and responses  |
|  | Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br>Explore and engage in music making and dance, performing solo or in groups.  |  |  |   |   |  |
| EAD<br>Music<br>Charanga                                 | Me<br>• Listening and responding to different styles of music •<br>Embedding foundations of the interrelated dimensions of music •<br>Learning to sing or sing along with nursery rhymes and action songs<br>• Improvising leading to playing classroom instruments •<br>Share and perform the learning that has taken place | My stories<br>• Listening and responding to different styles of music •<br>Embedding foundations of the interrelated dimensions of music •<br>Learning to sing or sing along with nursery rhymes and action songs<br>• Improvising leading to playing classroom instruments •<br>Share and perform the learning that has taken place | Everyone<br>• Listening and responding to different styles of music •<br>Embedding foundations of the interrelated dimensions of music •<br>Learning to sing or sing along with nursery rhymes and action songs<br>• Improvising leading to playing classroom instruments •<br>Share and perform the learning that has taken place | Our World<br>• Listening and responding to different styles of music •<br>Embedding foundations of the interrelated dimensions of music •<br>Learning to sing or sing along with nursery rhymes and action songs<br>• Improvising leading to playing classroom instruments •<br>Share and perform the learning that has taken place | Big Bear Funk<br>• Listening and appraising Funk music •<br>Embedding foundations of the interrelated dimensions of music using voices and instruments •<br>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs<br>• Playing instruments within the song •<br>Improvisation using voices and instruments •<br>Riff-based composition •<br>Share and perform the learning that has taken place | Reflect, Rewind, replay. •<br>Listening and appraising Funk music •<br>Embedding foundations of the interrelated dimensions of music using voices and instruments •<br>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs •<br>Playing instruments within the song •<br>Improvisation using voices and instruments •<br>Revisit Nursery and action rhymes previously learned<br>• Riff-based composition<br>• Share and perform the |

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|------------------|--|---|--|---|---|---|
|                  |  |   |  |   |   | learning that has taken place               |
| ICT<br>Mini Mash | Computer Discovery<br>Mouse and Keyboard Skills – Part 1<br>Mini mash EAD<br>Mash cams | Mouse and Keyboard Skills – Part 2<br>Early Digital Music – Part 1<br>2beat | Early Digital Music – Part 2 - 2 explore music<br>E-Safety | Digital Literacy and Numeracy Digital Photos and Video iPad | Digital Art and Design<br>Mini mash EAD | Early Programming<br>Bee bots and mini mash |