





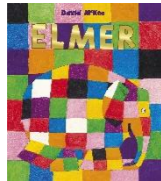





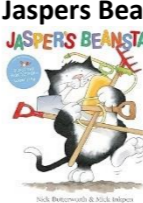




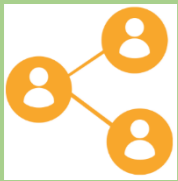
Themes, Lines of Enquiry and Interests	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
	<p><b>Me and My World</b> Starting School All About Me – What makes me special? People who are special to me Feelings/emotions</p> <p><b>Science:</b> (All About Me) Different parts of the body and their function Growth and Change Senses</p> <p><b>History:</b> Family &amp; Family Trees – diverse representations of family life What I was like when I was a baby and how have I changed. When my family members were young – Timelines. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Birthdays. My past, present, future</p>	<p><b>Down in the Woods</b> Season of Autumn – changes taking place, hibernation, nocturnal animals Halloween - Pumpkin Soup Diwali Bonfire Night – Light and Dark – sun, shadows, light in special celebrations Christmas/Father Christmas story</p> <p><b>Geography:</b> Our School</p> <p><b>Science:</b> Autumn – Hibernation, Nocturnal animals, changes to trees and environment Autumn leaves (seasons, magnifying glass, textures)</p> <p><b>Science:</b> Sources of Light (Diwali and Bonfire Night)</p>	<p><b>Winter &amp; Cold places</b></p> <p><b>Science:</b> Winter where we live - changes in environment. Knowing similarities and differences between the seasons. Changes in state - ice, snowflakes, how can we melt ice, why does ice melt? Animals within this Arctic and Antarctic and how they survive - animals and habitats</p> <p><b>Geography:</b> Arctic – contrasting environments, compare this to where we live. The coldest places on earth: North and South Poles, the globe,</p> <p><b>History:</b> Significant person – Earnest Shackleton – Describing the life of a historical character based on what has been read.</p>	<p><b>King and Queens (4 weeks)</b> Significant people who help us?</p> <p><b>Geography</b> - London and its landmarks</p> <p><b>History:</b> Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p> <p>(Shrove Tuesday)</p> <p><b>New Life</b></p> <p><b>Science:</b> Signs of Spring - Farm animals and their babies Could link to Balanced Diets - Balanced diets, Teeth, Hygiene, Exercise Where does food come from?</p>	<p><b>How Things Grow</b></p> <p><b>Science:</b> Planting/Gardening Life cycles of plant/sunflowers From seed to plant – germination, how does a plant grow, what does a plant need to successfully grow. Parts of a plant Growing plants Life cycles of Minibeasts – Frog/butterfly</p> <p><b>Geography:</b> What is the purpose of a farm? How do animals give us produce? Where does food come from? What crops come from a farm?</p> <p><b>History:</b> Farm - Where does our food come from? History of tractors and farming</p>	<p><b>Wheels in Motion</b></p> <p><b>History:</b> Transport in the past and present: steam trains, hot air balloons, the first aeroplanes. Vehicles- past+present</p> <p><b>Geography:</b> Our Local Area – Location of our school and our local area, Maps and Plans Following a to school route and describing it, what do I pass? Do I take transport? Understanding an address</p> <p><b>Science – Forces</b> - pushes and pulls. Fun science/shadows - using the sun to make pictures Seasons -Summer -sun safety Transport in the winter; snow ploughs, gritting roads, snow tyres.</p>
<b>Links to KS1 Curriculum</b>	Year 1 Science AIH (Senses) (Week 7) Year 1 History – Changes in Recent Memory (Week 11 & 12) Year 2 Geography – Local Area Study (Week 27 & 28)	Year 1 Geography School Locality (Week 1 & 2) Year 1 Science Seasonal Changes (Week 3 & 4) Year 1 Science – Animals and What they Need (24 & 25) Year 2 Science – Habitats ( Week 3 & 4)	Year 1 Science – Animals and What they Need (24 & 25) Year 1 Geography – Hot and Cold Places (Week 28 & 29) Year 1 History – Significant People (Walter Tull, George Stephenson) Year 2 Geography – Continents (Week 1 & 2) Year 2 Science – Habitats ( Week 3 & 4) Year 2 History – Explorers (Week 13 & 14) Year 2 Geography – Comparison Study (Week 16 & 17)	Year 1 History – Parliament and Royalty (Week 22 & 23) Year 2 Geography London Over Time (Week 8 & 9)	Year 1 Science - Plants (Week 21) Year 2 Science – Plants (Week 25 & Week 26)	Year 1 Science Seasonal Changes (Week 3 and 4) Year 1 History – George Stephenson Year 1 Geography Oceans and Seas (Week 18/19) Year 1 Geography – Life in the U.K. (Week 9 & 10)
<b>Key Experiences and Festivals</b>	<b>Harvest Festival</b> Show and tell – baby photos. Stay and Play sessions.	<b>Bonfire Night</b> <b>Remembrance day</b> <b>Diwali</b> <b>Christmas</b> Christingle – with Rev. Roz Autumn Welly Walk Discuss own experiences of celebrations Nativity performance	<b>Valentine's Day</b>	<b>Shrove Tuesday</b> <b>Ash Wednesday</b> <b>World Book Day</b> <b>Eid</b> <b>Easter</b> <b>Mothering Sunday</b> <b>Live Eggs / Chicks</b>	<b>Father's Day</b>  <b>Farm Visit</b>	<b>Transition days</b> <b>Church Visit</b>
<b>Key Texts</b>	 <p><b>Super Duper You!</b> – Sophy Henn <b>My Word, Your World</b> - Melanie Walsh <b>My Five Senses</b> - Aliko <b>A handful of Buttons</b> – Carmen Parets Luque or <b>We are a Family</b> – Patricia Hegarty <b>The Growing Story</b> – Ruth Krauss and Helen Oxenbury <b>Once There Were Giants</b> - Martin Waddell <b>The Colour Monster</b> – Anna Llenas</p>	 <p><b>Leaf Man</b> – Lois Ehlert <b>Ferdie and the Falling Leaves</b> - Julia Rawlinson <b>The Very Helpful Hedgehog</b>- Rosie Wellesley <b>Hibernation Hotel</b> - John Kelly <b>Autumn</b> - Ailie Busby <b>Little Acorn</b> – Melanie Joyce and Gina Maldonado</p>	 <p><b>Goodbye Autumn, Hello Winter</b> – Kenard Pak <b>Penguin</b> – Polly Dunbar <b>Arctic Life</b> – Sean Callery <b>The Great Race</b> – Emily Hiles <b>Ice Bear</b> – Nicola Davies</p>	 <p><b>Queen Elizabeth II</b> – Little people, <b>Big dreams</b> - Maria Isabel Sanchez Vegara <b>Katie in London</b> - James Mayhew <b>Paddington at the Palace</b> – Michael Bond</p>	 <p><b>Yucky Worms</b> – Vivian French and Jessica Ahlberg <b>Slow Down</b> – Rachel Williams and Freya Hartas <b>The Extraordinary Gardener</b> – Sam Boughton <b>Bug Hotel</b> – Libby Walden <b>Bee: The Tiny Miracle</b>- Britta Teekentrup <b>The Very Hungry Caterpillar</b> –Eric Carle</p>	 <p><b>The wheels on the bus</b> <b>The train ride</b> – June Crebbin <b>Room on the broom</b> – Julia Donalson <b>The Snail and the whale</b></p>


	<b>Me on the Map</b> - Joan Sweeney	<b>Rama and Sita</b> – Malachy Doyle and Christopher Corr		<b>Pussy Cat Pussy Cat Where have you been?</b> – Russell Punter and Dan Taylor		<b>Matha Maps it out</b> – Leigh Hodgkinson
<b>Literacy Teaching texts</b>	 <b>Elmer</b> – David McKee  <b>Goldilocks and the Three Bears</b>  <b>We're Going on a Bear Hunt</b> – Michael Rosen  <b>The Little Red Hen</b>	 <b>Owl Babies</b> – Martin Waddell  <b>The Gruffalo</b> – Julia Donaldson  <b>Pumpkin Soup</b> – Helen Cooper  <b>Stickman</b> – Julia Donaldson	 <b>Jack Frost</b> – Kazuno Kohara  <b>The Emperor's Egg</b> – Martin Jenkins and Jane Chapman  <b>Ernest Shackleton (Little People; Big Dreams)</b> – Maria Isabel Sanchez Vegara and Olivia Holden  <b>Lost and Found</b> -Oliver Jeffers	 <b>Pussy Cat</b>  <b>Jack and the beanstalk</b>  <b>The Queen's Hat</b> – Steve Antony  <b>Egg to chicken (Lifecycles)</b> – Camilla de la Bedoyere	 <b>What the ladybird heard</b> – Julia Donaldson  <b>My Bean Diary</b> -Rhonda Jenkins  <b>The Very Hungry Caterpillar</b> – Eric Carle  <b>Jaspers Beanstalk</b>	 <b>Amazing Airplanes</b> – Tony Mitton  <b>Mr Gumpy's Outing</b> – John Burningham  <b>My First book of transport</b> – Collins.
<b>Deliberate introduction of Vocabulary and Language</b>	Identity, Unique, Special, Characteristics, Qualities, Interests, Siblings, Hobbies Town, Village, Location, Ariel, Map, Directions, Positional Language, Community	Woodland Forest Tree Trunk Bark Shrub Vegetation Habitat Camouflage Growth Shelter Shadow Track Day Night Living Dead Nocturnal Hibernation	Polar regions Freezing Polar Bear Penguins Melting Summer Spring Autumn winter Season Sun Day Night Moon Light Dark Living Dead Habitat Prey Predator Woodland Pond Desert Wildlife	King Queen London Coronation Landmarks Buckingham Palace Elizabeth Tower Big Ben Tower Bridge London Underground	Growing Flowers Blossom Petal Fruit Roots Stem Bulb Seed Growth Shoots Living Dead Habitat Prey Predator Desert Pond wildlife nature habitat Lifecycle Insect Habitat Pollen Pollination Nectar Hive Swarm Pupa Cocoon Chrysalis Larva Metamorphosis Transform Protect Emerge Lifecycle Species Antennae Climate Nest Territory Garden Creature Meadow Woodland	Journey Vehicles Routes Map Past Present Push Pull Boat Hot Air Balloons Train Ferry Aeroplane Car Van


<b>Communication &amp; Language</b> 	<b>Throughout the year there will be a focus on spoken language – this will be evident in children’s play and the interactions between staff and children as well as children and children. Examples of CAL within the Early Years are oral story-telling, nursery rhymes, high quality talk, daily story time, learn and embed new vocabulary, story mapping, visual support and listening games.</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Understand how to listen carefully and why listening is important.</p> <p>Listen to stories, rhymes, poems and songs. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need</p>	<p>Begin reciting learnt Nursery Rhymes by heart.</p> <p>Join in with repeated refrains and familiar stories. Begin to orally retell stories using story props.</p> <p>Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as ‘under, on top’ e.g. when tidying the classroom children can say where things belong.</p> <p>Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about nocturnal animals and what this means</p> <p>Ask questions using what, where, when and why to find out information, e.g.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about cold places, what they know about them, how animals survive, describe the changes in seasons and states of matter.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past,</p>	<p>Ask and answer questions about stories.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</p> <p>Focus attention in a variety of situations; in small groups, 1:1 and whole class</p> <p>Use increasingly complex sentences to link thoughts e.g. using ‘and’, ‘because’. E.g. this is happening because...</p>	<p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p>	<p>Speaking in well-formed sentences. Back and forth conversations between them and their peers and adults. Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to explain what is happening and anticipate what might happen next e.g. when reading about a story, children might explain what they think might happen to a character.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>

	<p>to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story. Begin to use time related vocabulary for the school day such as morning, lunchtime, afternoon.</p>	<p>when learning about things from the past, children can ask questions to find out more and to check they understand what has been said to them</p>	<p>and things that happened a very long time ago.</p> <p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite season is... because...</p>	<p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?</p>		<p>Retell events in order e.g. ordering events from the stories that they've shared in class.</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>	
<p>Learn new vocabulary through direct teaching time and use in provision throughout the day. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>							
<p><b>ELG</b></p>	<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>			<p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			


Personal, Social & Emotional Development						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Me &amp; my family. Transition from home to school. Building relationships with EY staff.</p> <p>Our classroom and school rules; how we all help to make our classroom a happy place to learn.</p> <p>My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset Expressing and naming own feelings. Emotion stones.</p> <p><b>Autumn 1 Unit of Work: Me and My Relationships</b></p> <p>All about me What makes me special Me and my special people Who can help me? My feelings</p> <p>Jigsaw- Being Me in My World</p>	<p>Expressing individuality- likes and interests. Sense of self as an individual. Including everyone; diversity within our school and the wider community. Being responsible. Building relationships with other children</p> <p><b>Autumn 2 Unit of Work: Valuing Difference</b></p> <p>I'm special, you're special Same and different Same and different families Same and different homes Kind and caring</p> <p>Jigsaw- Celebrating Difference</p>	<p>My Community. Teamwork and sharing; working together and waiting to take turns How can I help my friends? Considering the feelings of others.</p> <p><b>Spring 1: Rights and Responsibilities</b></p> <p>Looking after my special people Looking after my friends Being helpful at home Caring for our classroom Caring for our world Looking after money</p> <p>Jigsaw- Relationships</p>	<p>Express preferences and decisions. Introduce class jobs. Changes as we get older. Life stages.</p> <p><b>Spring 2: Growing and Changing</b></p> <p>Looking at Seasons Life stages: plants, animals, humans Life stages: Who will I be? Where do babies come from? Getting bigger Me and my body: Girls and Boys</p> <p>Jigsaw - Changing Me</p>	<p>Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean. Brushing teeth, hand washing Visit from dentist/school nurse</p> <p>Resilience, perseverance and challenge through social stories and inspirational people. What do I do when things are hard?</p> <p><b>Summer 1: Being My Best</b></p> <p>Bouncing back when things go wrong Yes I can! Healthy Eating Move your body Goodnight sleep</p> <p>Jigsaw- Healthy Me</p>	<p>Challenges: moving to Year One Perseverance Who can help me at school? Doing things myself and helping others. Independence. What can I do if I am worried?</p> <p><b>Summer 2: Keeping myself safe</b></p> <p>What's safe to go on to my body Keeping myself safe What's safe to go into my body Safe indoors and outdoors Listening to my feelings Keeping safe online People who help keep me safe</p> <p>Jigsaw- Dreams &amp; Goals</p>	
<p><b>ELG: Self-Regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>		<p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>			<p><b>ELG: Managing Self Children</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	



Physical Development						
Throughout the year, there will be a focus on PD within The Early Years. Daily opportunities to practise fine motor skills through classroom provision and Dough Disco/Pen Disco activities. Daily handwriting/letter formation. Access to outdoor provision where children will develop their gross motor skills across the year.						
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have? Drawing Maps	Small tools; cutlery, tweezers, pipettes, scissors Drawing, painting and modelling dough animals Chopping/peeling vegetables for winter soup	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals, pencil control  Drawing and painting plants and flowers, leaf rubbings Using woodworking tools to make bee houses – Hammers, Saws	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing  Drawing maps, transport, junk modelling vehicles
ELG	<b>Gross Motor Skills ELG</b> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			<b>Fine Motor Skills ELG</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.		

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Comprehension, word reading, writing</p>	<p><b>Comprehension</b> Fiction including picture books with familiar settings, relating to families, people who help us. Understand print carries meaning Show interest in books Predict story endings Join in rhyming and rhythmic activities Listening and participating during whole class English sessions Commenting on stories Joining in with repeated refrains of familiar stories Sequencing stories Giving personal responses to texts Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories.</p> <p><b>Word Reading</b> Initial code and simple CVC words in line with Sounds Write To orally start to segment the sounds in words and blend them together. Hears and says the initial sound in words.</p> <p><b>Writing</b> Give meaning to marks made Emergent writing – writing for a purpose within provision. Begins to break the flow of speech into words Write name Writing labels Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p>	<p><b>Comprehension</b> Fiction &amp; Non fiction books about Autumn and Celebrations. Demonstrate understanding of books that have been read to them: To suggest how a story might end. To be able to name characters and talk about key events in stories. Identify and anticipate key events in familiar stories including repeated refrains. To begin to recall facts from non-fiction. Join in rhyming and rhythmic activities Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p><b>Word Reading</b> Simple CVC words and more in line with Sounds Write I can identify known letters to match initial sounds (Initial Code Unit 1-7) I can start to orally blend the sounds together to read and write CVC words e.g. c-a-t with the sounds taught I can start to read captions e.g. the cat and the dog</p> <p><b>Writing</b> Write name without a name card. Give meaning to marks made. Writing simple Labels and lists Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. Provide opportunities for emergent writing e.g. writing letters of children's names in paint, sand, with water and brushes, whiteboards and pens, clipboards outside etc.</p>	<p><b>Comprehension</b> Fiction &amp; Non-fiction texts about space Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. To retell a story, remembering the beginning, middle and end.</p> <p><b>Word Reading</b> Reading words through sound blending as part of Sounds Write Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. To read words consistent with their phonic knowledge by sound blending. I can segment and blend CVC words and spell words by identifying sounds in them and representing the sounds with a letter or letters. I can read simple captions.</p> <p><b>Writing</b> I can say a simple sentence for writing (oral and count words) Segment words orally Uses their developing phonic knowledge to write things such as CVC words, labels and captions, messages which can be read by self and others Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. Represent some sounds correctly and in sequence, writing words containing taught sounds.</p>	<p><b>Comprehension</b> Fiction &amp; Non-fiction texts about the monarchy, history etc. Role play using newly acquired vocabulary e.g. role play a coronation Children can annotate pictures of monarchs with speech bubbles and thought bubbles. To retell a story, remembering the beginning, middle and end. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><b>Word Reading</b> Read and understand simple sentences in stories and information books using phonic knowledge to decode regular words and read aloud accurately To read words and sentences consistent with their phonic knowledge by sound blending.</p> <p><b>Writing</b> Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Write short phrases and sentences using growing knowledge of phonics to attempt unknown spellings Write own labels, captions, messages, simple stories, which can be read by self and others.</p>	<p><b>Comprehension</b> Fiction &amp; Non-fiction texts about how people, animals and plants grow. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p><b>Word Reading</b> Read sentences in stories and information books Decode regular words</p> <p><b>Writing</b> Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Create fact books about Plants and Minibeasts and notice the difference between writing stories and writing information. Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Use phonic knowledge to spell words in ways which match sounds. Use everyday words in writing To write words containing sounds taught, including taught digraphs. To start to use finger spaces between my words To read sentences back Begins to link sounds to some frequently used digraphs, e.g. sh, th,</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p> <p>Extending my writing and using connectives – making our writing stronger and longer.</p>	<p><b>Comprehension</b> Fiction &amp; Non-fiction books about the past. Jumping into the story Settings- what was the character thinking at this point in the story? Character profiling; what do we know about _____? Nonsense poetry- how authors play with words Creating our own stories (orally or written) with a Beginning, middle and end. To use new vocabulary from stories throughout my play and when making up my own stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. I can recall facts from a non-fiction book.</p> <p><b>Word Reading</b> Read irregular everyday words Read simple stories and describe main events</p> <p><b>Writing</b> Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary. Use key features of narrative in own writing. Using descriptive language in oral storytelling and in writing. Instructions; writing numbered lists in a logical order. Using finger spaces, capital letters and full stops</p>
<p><b>Phonics- Sounds Write Initial Code</b></p>	<p>Segment, blend and manipulate sounds in words with the structure CVC. (Unit 1) a, i, m, s, t, (Unit 2) n, o, p. Everyday words: is, a, the, I</p>	<p>Segment, blend and manipulate sounds in words with the structure CVC. (Unit 3) b, c, g, h, (Unit 4) d, e, f, v, (Unit 5) k, l, r, u (Unit 6) j, w Everyday words: for, of, are, was, to, see</p>	<p>Segment, blend and manipulate sounds in words with the structure CVC. (Unit 6) z (Unit 7) x, y, ff, ll, ss, zz, Everyday words: all, come, some, have, no, said, he, you</p>	<p>Segment, blend and manipulate sounds in words with the structure (Unit 8) VCC and CVCC (Unit 9) CVCC (unit 10) CCVCC CVCCC, CCCVC (Unit 11) sh, ch, tch, ng, th Everyday words: there, me, my</p>	<p>Segment, blend and manipulate sounds in words with the structure CCVCC. (Unit 11) ck, wh, &lt;qu&gt; &lt;u&gt; &lt;ve&gt; Unit 1 of Extended Code: ai ay a_e ea</p> <p><b>Lesson 6 - Bridging units</b></p> <p>Everyday words: there, their, these, what, where, who, we, be, like, go, no, into going, love, little, her</p>	
<p><b>ELG</b></p>	<p><b>Comprehension ELG</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<p><b>Word Reading ELG</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p><b>Writing ELG</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	

<b>Mathematics S White Rose</b>	<b>There will be a focus on Mathematics and playing games using loose parts during the year. Long-term planning for areas of continuous provision will highlight different elements of Mathematics within all areas of provision.</b>						
		<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Maths - NCETM</b>	Subitising to 3 Counting / 1:1 correspondence Cardinality Composition Comparison (more than / fewer than) Numbers up to 4	Subitising to 5 Counting / 1:1 correspondence Cardinality Composition (wholes / parts) Comparison (more than / fewer than) Numbers up to 5	Subitising to 7 Verbal counting beyond 20 Ordering numbers Composition of 5 Using equal / unequal to compare sets of numbers Finger patterns	Connect quantities to numerals Even / odd numbers Doubles Composition of numbers up to 10 Symmetrical patterns.	Subitising groups of numbers Verbal counting beyond 20 Composition of 10 Patterns / doubles Ordering sets of numbers	One more and one less than numbers up to 10. Conceptual subitising Different representations of numbers
	<b>Maths - WhiteRose</b>	Matching and sorting Size / mass / capacity Exploring patterns	2D Shapes Positional language Language of time	Introducing zero Making pairs Comparing mass / capacity Length / height	Time 3D shapes Patterns Addition	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Subtraction	Sorting and grouping Spatial reasoning Visualising Building and mapping
		Perceptually subitise within 3 identify sub-groups in larger arrangements. create their own patterns for numbers within 4. Using their fingers to represent quantities. relate the counting sequence to cardinality. 1:1 correspondence. see that all numbers can be made of 1s. compose their own collections within 4. use the language of comparison, including 'more than' and 'fewer than'.	Subitise. Compare numbers. Count objects, actions and sounds. Continue, copy and create repeating patterns. Understand the 'one more than/one less than' relationship between consecutive numbers. Link the number symbol (numeral) with its cardinal number value.	Subitise. Compare numbers. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare length, weight and capacity.	Subitise. Compare numbers. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes in order 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.	Count beyond 10 Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0 -10	
	<b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number; 14. Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			<b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			




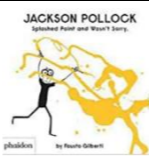




<b>Understanding The World</b> 	<b>Within Understanding the World we are developing knowledge which builds into a bigger picture of understanding, providing our children with foundational knowledge which will equip our children for success later in their primary education.</b>					
	<b>Throughout the year, there will be a focus on seasonal changes and nature – this will be evident in children’s play and the interactions between staff and children as well as experiences provided and play. Concepts are built on and developed over time, carefully linked and planned with key vocabulary introduced and explored. The majority of teaching will be lead through high quality texts. Examples of UTW within the Early Years are daily opportunities to observe the seasons and the weather and recording this, discussing weather daily and gardening throughout the year.</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

<p><b>Past and Present (History)</b></p>	<p><b>History - Me and My Family</b>          What is a family? Diverse representations of family life. Share photographs. Family trees - Who is in my family? Stories about families, Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Timelines, Family Trees, What I was like when I was a baby? Share photographs of children as babies and as they are now. What has changed?</p> <p>Talk about members of their immediate family and community. (DM)          Name and describe people who are familiar to them. (DM)          Comment on images of familiar situations in the past. (DM)          Talk about the lives of people around them and their roles in society. (ELG)</p>		<p><b>History - Ernest Shackleton the explorer; The South Pole, the challenges of his journey Describing the life of a historical character based on what has been read.</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past. (DM)</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>History - Kings and Queens (The Royal Family)</b>          King Charles III, Queen Elizabeth II, Members of the Royal Family, Role of the King, King III's coronation in Westminster Abbey.          Family tree, Line of succession, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Victoria, Jubilee. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p> <p>Comment on images of familiar situations in the past. (DM)</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past. (DM).</li> <li>• Understand that some places are special to members of their community. (DM)</li> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>History - How things grow</b>          Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p><b>History – Transport in the Past</b> George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history. Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport.</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past. (DM)</li> <li>• Compare and contrast characters from stories, including figures from the past. (DM)</li> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
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<p><b>People, Culture and Communities (Geography)</b></p>	<p><b>Geography: The world around me</b> Our Local Area - Describing places in our local area Maps and Plans - Draw maps &amp; plans of our school/ homes/ classrooms. My route to school; what do I pass? Do I take transport? Following a route and describing it, Understanding an address Simple fieldwork Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police</p> <p>Talk about members of their immediate family and community. (DM)</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map. (DM)</li> <li>• Understand that some places are special to members of their community. (DM)</li> <li>• Recognise some environments that are different to the one in which they live. (DM)</li> </ul> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>	<p><b>Geography: The world around me</b> Our Local Area - Describing places in our local area Maps and Plans - Draw maps &amp; plans of our school/ homes/ classrooms. My route to school; what do I pass? Do I take transport? Following a route and describing it, Understanding an address Simple fieldwork</p> <p>Talk about members of their immediate family and community. (DM)</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map. (DM)</li> <li>• Understand that some places are special to members of their community. (DM)</li> <li>• Recognise some environments that are different to the one in which they live. (DM)</li> </ul> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul> <p><b>Harvest/ Diwali/ Christmas</b> Talk about how people celebrate Christmas around the world</p> <ul style="list-style-type: none"> <li>• Talk about the features of different celebrations for different faiths</li> <li>• Know why different people celebrate different things</li> </ul>	<p><b>Geography - Arctic – contrasting environments</b>, compare this to where we live. The coldest places on earth: North and South Poles. Globe and atlas Animals from this area - habitats/how they are endangered/climate Care for the natural world - Ice melting/ freezing. What is it like where we live? Compare to different places from around the world.</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul> <p><b>Luna New Year/ Shrove Tuesday</b> Find out about how Chinese New Year is celebrated around the world including the UK</p> <ul style="list-style-type: none"> <li>• Find out how the lives of people in China are the same and different to ours</li> </ul>		<p><b>Geography - Farming in our local area</b>; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p><b>Geography - Local Area – Transport</b> Transport in our local area and contrasted with transport for long journeys - children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries. (DM)</li> <li>• Recognise some environments that are different to the one in which they live. (DM)</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>
<p><b>R.E.</b></p>	<p>F4 Being special: Where do we belong?</p>	<p>F2 Why is Christmas special for Christians? [Incarnation]</p>	<p>F1 Why is the word ‘God’ so important to Christians? [God]</p>	<p>F3 Why is Easter special for Christians? [Salvation]</p>	<p>F5: Which places are special and why?</p>	<p>F6: Which stories are special and why?</p>

<p><b>The Natural World (Science)</b></p>	<p><b>Science – All about me Human body:</b> Body parts, Growth and change, Senses Different parts of the body and their function</p> <p>Name and describe people who are familiar to them (DM)</p> <p>Explore the natural world around them (DM/ELG) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)</p>	<p><b>Science – Changes of the Seasons. Animals and their habitats</b> Autumn - falling leaves, harvest, conkers, temperature changes, rain fall, mice gather food to store, hibernation, squirrels are busy finding food and watching out for predators, seeds go to bed to prepare to grow, hedgehogs – nocturnal, hibernate. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. (DM)</li> <li>• Describe what they see, hear and feel whilst outside. (DM)</li> <li>• Recognise some environments that are different to the one in which they live. (DM)</li> <li>• Understand the effect of changing seasons on the natural world around them. (DM)</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Science – Sources of light</b> Natural and Manmade Links to Bonfire Night (Bonfire and Diwali)</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Science - Changes of the seasons/changes in state. Animals and their habitats – how do they adapt?</b> Winter where we live - changes in environment. Knowing similarities and differences between the seasons. Changes in state - ice, snowflakes, how can we melt ice, why does ice melt? what happens when it warms? Why can we see our breath when it is cold? Can you live on ice? Animals within this Arctic and Antarctic and how they survive - animals and habitats</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. (DM)</li> <li>• Describe what they see, hear and feel whilst outside. (DM)</li> <li>• Recognise some environments that are different to the one in which they live. (DM)</li> <li>• Understand the effect of changing seasons on the natural world around them. (DM)</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Science - Signs of Spring and Life Cycles</b> Seasons of the year: Spring. Spring walk-observing signs of spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. Snowdrops, crocuses, daffodils appear. The sleeping earth awakens</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. (DM)</li> <li>• Describe what they see, hear and feel whilst outside. (DM)</li> <li>• Recognise some environments that are different to the one in which they live. (DM)</li> <li>• Understand the effect of changing seasons on the natural world around them. (DM)</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Science - Life cycles/Plants</b> <b>Plants</b> Plants; how they grow from seeds and bulbs. Grow beans. What plants need to grow. Identify parts of plants including roots, stem and leaves</p> <p><b>Minibeasts</b> Why are bees important? - Bees smell the first signs of spring and emerge from hibernation. The queen bee looks for a place to lay her eggs. Observing more life cycles - Caterpillars and Butterflies <b>Butterflies</b> - Butterflies warm their wings in the summer sun. Their patterns are unique to them. Symmetry-link to white rose unit, find my pattern</p> <p><b>New life and the Farm</b> Farm trip, Observing changes in nature through life cycles - Eggs and chicks/ducklings. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Seasons of the Year: Summer -</b> How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p> <p><b>Shadows</b> What is a shadow? How is it made? Shadow pictures Light sources</p>
<p><b>ELG</b></p>	<p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			
<p><b>Expressive Arts &amp; Design</b> Throughout the year, there will be a focus on singing, oral storytelling, playing in role and being creative – this will be evident in daily routines and within play. Examples of EAD within the Early Years are daily opportunities to sing, perform and appraise a diverse range of music and art through indoor/outdoor provision and daily routines as well as daily opportunities to create music and art and to tell stories through drama, role-play and puppets and opportunities to express themselves through play.</p>						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Artists</b>	<p>Miro's Work</p>  <p>Self Portraits</p>	<p><b>Andy Goldsworthy</b> – Linked to Leaf Man. Nature Sculpture Art</p>  <p>What colours might we see in different seasons? <b>Van Gogh Starry Night</b></p> 	<p>Jackson Pollock</p> 	<p>Design and Technology</p>	<p>Still life: drawing and painting sunflowers and studying Van Gogh</p> 	<p>Design and Technology</p>
<b>Creating with Materials</b>	<p>Exploring colour. Painting with primary colours. Mixing secondary colours. Colour: naming, recognising and mixing primary colours</p> <p>Self Portraits - This is me pictures - Colour mixing – different shades of skin tones. My family pictures</p> <p>Exploring line: in roads, maps and Miro/Mondrian</p>	<p>Natural Art --Focusing on Andy Goldsworthy Collaborative natural collage linked to Andy Goldsworthy and Autumn</p> <p>Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings.</p> <p>Hedgehog sketches, Pinecone Hedgehogs, Playdough hedgehogs</p>	<p>Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures</p> <p>Melting coloured ice artwork</p> <p>Talk about what we want to make.</p>	<p><b>Structures - Junk Modelling - Castles</b></p> <p>Spring observational drawings – Watercolours</p> <ul style="list-style-type: none"> <li>Know how to mix colours to create lighter and darker colours.</li> <li>To use and apply my knowledge of line to create an observational drawing.</li> </ul> <p>Create Easter bonnets</p> <p>Junk Modelling – Castles Design</p> <ul style="list-style-type: none"> <li>To learn how to plan and select the correct resources needed to make a model.</li> <li>To discuss what they want to make, constructing with a purpose.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>To select appropriate resources</li> <li>To verbally plan and use my written plan to create a junk model castle.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>To share a finished model and talk about the processes in its creation.</li> </ul> <p>Technique</p> <ul style="list-style-type: none"> <li>To learn about the different ways in which we can join materials together and to practise these techniques.</li> <li>To explore and investigate the tools and materials in the junk modelling area.</li> </ul> 	<p><b>Still Life and Collage</b></p> <p>Drawing and painting sunflowers, Studying Van Gogh. Studying how Van Gogh used different marks to draw still life.</p> <ul style="list-style-type: none"> <li>To use and apply my knowledge of line and colour to create an observational drawing.</li> <li>Explain who Van Gogh is and identify the features of his artwork – still life.</li> <li>How feelings/moods can be created using colour and tone.</li> <li>Know how to mix colours to create lighter and darker colours.</li> <li>To explore hues of yellow to create a petal.</li> </ul> <p>Collage – Eric Carle</p> <ul style="list-style-type: none"> <li>Use a variety of paper/material to create collage in the style of Eric Carle.</li> </ul>  <p>Spirals and Snails</p> <ul style="list-style-type: none"> <li>Explore creating patterns of spirals (Snails &amp; Kandinsky)</li> <li>Manipulate malleable materials and objects showing a preference of a dominant hand.</li> <li>To explore the properties of clay.</li> <li>Impress and apply simple decoration.</li> </ul> 	<p><b>Design – Structures, Boats.</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>To learn how to plan and select the correct resources needed to make a model.</li> <li>To discuss what they want to make, constructing with a purpose.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>To select appropriate resources</li> <li>To verbally plan and use my written plan to create a junk model boat.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>To share a finished model and talk about the processes in its creation.</li> <li>Talk about the suitability for different materials and reasons why.</li> <li>Look at similarities and differences between existing objects / materials / tools</li> <li>Discuss problems and how they might be solved as they arise.</li> </ul> <p>Technique</p> <ul style="list-style-type: none"> <li>To learn about the different ways in which we can join materials together and to practise these techniques.</li> </ul> <p>To explore and investigate the tools and materials in the junk modelling area.</p>
<b>Being Imaginative and Expressive</b>	<p>Daily singing Nursery and Number rhymes as a whole class/ small group.</p> <p>Leicestershire Schools Music Service: Unit 1 Pulse</p>	<p>Daily singing - introduce out of the ark as a whole class/ in a small group. Perform the nativity performance Watch a nativity Christmas songs Goodnight Little Seeds song <b>Composer:</b> Sergei Prokofiev, Peter and the Wolf Vivaldi - Four Seasons</p>	<p>Listen to different types of music. Dance and move expressively to music - Waltz of the snowflakes. The Nutcracker Leicestershire Schools Music Service: Unit 3 Rhythm <b>Composer:</b> Englebert Humperdinck, Hansel and Gretel</p>	<p>A Spring Thing song Playing with Sounds: Singing Games including call and response Express own feeling when listening to different types of music. <b>Composer:</b> Handel- Zadok the priest- coronation music The National Anthem</p>	<p>Move rhythmically to different types of music. Instrumental Activities</p> <p><b>Composer:</b> Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice Leicestershire Schools Music Service: Unit 4 Pitch</p>	<p>Perform to music of own choice Instrumental activities: Composition: using percussion instruments</p> <p><b>Composer:</b> G.F. Handel</p>
<b>ELG</b>	<p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>		

