




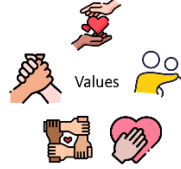




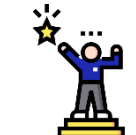




Pottery Primary School: Curriculum LTP
Phase: EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Kindness 	Respect 	Empathy 	Acceptance 	Honesty 	
Assembly	1. Play 2. No Outsiders 3. Picture News 4. Whole School 5. Achievement	1. Play 2. No Outsiders 3. Picture News 4. Whole School 5. Achievement	1. Play 2. No Outsiders 3. Picture News 4. Whole School 5. Achievement	1. Play 2. No Outsiders 3. Picture News 4. Whole School 5. Achievement	1. Play 2. No Outsiders 3. Picture News 4. Whole School 5. Achievement	1. Play 2. No Outsiders 3. Picture News 4. Whole School 5. Achievement
Learning Behaviour	Perseverance 	Independence 	Collaboration 	Curiosity 	Ambition 	
British Value	Democracy	Mutual Respect	Individual Liberty	Acceptance (Tolerance) of those with other faiths and beliefs	Rule of Law	
Wow Experience	Job visits	Christmas play Christingle visitor Church visit Christmas card- care home	Cinema	Grow beanstalks Chicks Butterflies	Belper picnic walk Beach party	Jungle Jo
Key Authors	Jill Murphy	Julia Donaldson	Traditional Tales	Nick Butterworth	Giles Andreae	Oliver Jeffers
Communication and Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Follow instructions. • Engage in story times. <ul style="list-style-type: none"> • Learn new vocabulary and use in everyday talk. • Ask questions to find out more and to check they understand what has been said to them. 		<ul style="list-style-type: none"> Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times and retell simple stories. • Listen to and talk about stories to build 		<ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. 	

	<ul style="list-style-type: none"> • Can talk to others. • Articulate ideas and thoughts in simple sentences • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Join in with rhymes, poems and songs. 	<ul style="list-style-type: none"> • Learn and use new vocabulary in different contexts. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Can talk in more complex sentences and begin to hold a 2-way conversation. 	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. 			
<p>Personal, Social and Emotional Development</p>	<p><u>Special relationships</u> See themselves as a valuable individual. Think about the perspectives of others. To talk about our families. To understand that all families are valuable and special. To talk about people that hold a special place in children's lives. To think about what it means to be a valued person. To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others. To understand that it is ok to like different things. To share their interests with the group. To explore diversity through thinking about similarities and differences.</p>	<p><u>My feelings</u> Colour Monster: Identify and modify their own feelings socially and emotionally. Explore different coping strategies to help regulate our emotions. To consider the reasons behind our emotions. Express their feelings and consider the feelings of others. Show an understating of their own feelings and those of others, and begin to regulate their behaviour accordingly. To explore the different adjectives that can be used to describe feelings. To explore different facial expressions and what they mean. To identify different feelings and how to moderate behaviour socially and emotionally.</p>	<p><u>My wellbeing</u> To learn about the importance of exercise. To explore how exercise affects different parts of the body. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. Know and talk about the different factors that support their overall health and well-being: Regular physical activity,</p>	<p><u>Listening and following instructions</u> Listen attentively and respond to what they hear. 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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To understand why it is important to listen carefully. To listen attentively to a story. Make comments about what they have heard and ask questions to clarify their understanding. To understand why it is important to tell the truth and think about the feelings of others. Show sensitivity to their own and to others' needs.</p>	<p><u>My family and friends</u> To understand that we all have different beliefs and celebrate special times in different ways. Show sensitivity to their own and to others' needs. See themselves as a valuable individual. Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways. To understand why sharing is important. Work and play cooperatively and take turns with others. Build constructive and respectful relationships. Form positive attachments to adults and friendships with peers. Understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time.</p>	<p><u>Taking on Challenge</u> Identify and moderate their own feelings socially and emotionally. Explain the reasons for rules, know right from wrong and try to behave accordingly. To understand why we have rules. To develop resilience and perseverance in the face of challenges. To develop confidence in their own ability to solve problems. Be confident to try new activities. To work together as a group to overcome challenges. To communicate effectively with others. To learn and practise 'grounding' coping strategies</p>

			<p>toothbrushing, having a good sleep routine. To understand what it means to be a safe pedestrian. Explain the reasons for rules, know right from wrong and try to behave accordingly. To understand what it means to eat healthily</p>	<p>To follow instructions involving several ideas or actions. To persevere when things are difficult. To give simple instructions</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Identify and moderate their own feelings socially and emotionally. To consider why it is important to support each other by being kind. To learn how to help, listen to and support others when working in a team</p>	
Physical Development- Gross Motor	<p><u>Games – Multi skills</u></p> <ul style="list-style-type: none"> • Develop movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing 	<p><u>Ball Skills- Throwing and catching</u></p> <ul style="list-style-type: none"> • Roll and throw a ball with accuracy • Accurately throw a ball underarm and return with bounce. • Stop and return ball accurately. • Can roll a ball underarm accurately. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other including dance, gymnastics, sport and swimming • Combine different movements with ease and fluency. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Ball skills- football/invasion games</u></p> <ul style="list-style-type: none"> • 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

				• Develop overall body-strength, balance, co-ordination and agility.		
Physical Development- Fine Motor	<u>Squiggle while you wiggle</u> <u>Dough disco</u> <u>Finger Gym</u> •Using equipment safely; pencils, scissors, knives and forks. •Holding writing tools and develop correct pencil grip •Mark making and letter formation.	<u>Squiggle while you wiggle</u> <u>Dough disco</u> <u>Letter formation</u> <u>Finger Gym</u> • Secure correct pencil grip. •Correct letter formation •Develop the foundations of a handwriting style which is fast, accurate and efficient •Using equipment with greater accuracy; pencils, scissors.	<u>Squiggle while you wiggle</u> <u>Dough disco</u> <u>Handwriting</u> • 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, paintbrushes and cutlery with control. • Show accuracy and care when drawing.			
Phonics	Phase 1& 2 phonics S,a,t,p,I,n,m,d,g,o,c,k	Phase 2 Ck,e,u,r,h,b,f,l,ff,ll,ss,	Phase 3 J,v,w,x,y,z,zz,qu,ch,sh,th,th,ng,ai,ee,igh,oa,oo,oo,ar	Phase 3 Or,ur,ow,oi,ear,air,ure,er	Phase 4 CCVC, CVCC, CCCVC words	Revision of phase 3&4
Writing	The Hairy Toe by Daniel Postgate We're going on a bear hunt by Michael Rosen What Will I be by Frances Stickley Drawing Club Approach: • Mark making • Write some or all of their name • Write some recognisable letters.	Perfectly Norman by Tom Percival The Everywhere Bear by Julia Donaldson The leaf Thief by Alice Hemming Nativity Story Drawing Club Approach: • Mark making • Labelling – CVC words • Simple Caption writing • Write some or all of their name • Write some recognisable letters. • Spell words by identifying the sounds and then writing the sound with letter/s.	Goldilocks Three Little Pigs Three Billy Goats Gruff Cinderella Drawing Club with elements of The Write Stuff approach • Begin to write in different styles: instruction, invitation, speech bubbles, descriptive writing and a letter. • Write captions Write a simple sentence. • Correctly write their name. •Write recognisable letters with increasing accuracy.	Gingerbread Man Jack and the Jelly Beanstalk Chick Diary (Non Fiction) The Write Stuff approach • Begin to write in different styles: instruction, invitation, speech bubbles, descriptive writing and a letter. • Write captions and simple sentences. • Correctly write their name. •Write recognisable letters with increasing accuracy.	What a map can do by Gabrielle Balkan The Dinosaur who lost his Roar by Russell Punter If Sharks Disappeared by Lily Williams The Write Stuff approach Write in different styles: fact file, simple story and descriptive writing. • Write recognisable lower-case letters which are correctly formed. Write some upper case letters correctly • Spell words by identifying sounds in them and representing	Rumble in the Jungle by Giles Andreae Lost and Found by Oliver Jeffers Why oh why are deserts dry? By Tish Rabe Aliens love Underpants by Claire Freedman The Write Stuff approach Write in different styles: fact file, simple story and descriptive writing. • Write recognisable upper- and lower-case letters, most of which are correctly formed.

			<ul style="list-style-type: none"> • Begin to use new vocabulary within writing. 	<ul style="list-style-type: none"> • Begin to use new vocabulary within writing. 	<p>the sounds with a letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. • Use new vocabulary within writing. • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • 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. • Use new vocabulary within writing. • Re-read what they have written to check that it makes sense
<p>Numeracy</p> <p>NCETM</p>	<p>Subitising within 3</p> <p>Focus on counting skills</p> <p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparison of sets</p> <p>Use the language of comparison: more than and fewer than</p>	<p>Focus on counting skills – the five-ness of 5</p> <p>Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number</p> <p>Explore the concept of part and whole</p> <p>Focus on the composition of 3, 4 and 5</p> <p>Practise object counting skills Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p>	<p>Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p> <p>Counting ± focus on ordinality and the staircase pattern</p> <p>See that each number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as being 5 and a bit</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to</p> <p>Make unequal sets equal</p>	<p>Focus on the staircase pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8</p> <p>Use language of less than</p> <p>Focus on 7</p> <p>Doubles ± explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p>	<p>Counting ± larger sets and things that cannot be seen</p> <p>Subitising ± to 6, including in structured arrangements</p> <p>Composition- 5 and a bit</p> <p>Composition - of 10</p> <p>Comparison - linked to ordinality</p> <p>Play track games</p>	<p>Subitise to 5 Introduce the rekenrek</p> <p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p>
<p>Numeracy</p> <p>White Rose</p>	<p>Compare size</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Exploring simple patterns</p> <p>Copy and continue simple patterns</p> <p>Create simple patterns</p>	<p>Circles and Triangles</p> <p>Shapes with 4 sides</p>	<p>Mass and Capacity</p> <p>Length</p> <p>height</p>	<p>Time</p> <p>Explore 3-D shapes</p>	<p>Rotating shapes</p> <p>Manipulating shapes</p> <p>Explaining shape arrangements</p>	<p>Identifying units of repeating pattern</p> <p>Explore pattern rules</p> <p>Describing position</p> <p>Exploring Mapping</p>
<p>Science</p>	<p><u>All about Me & Keeping Healthy</u></p>		<p><u>Traditional Tales & Growing</u></p> <p>Observe cause and effect – porridge making.</p>		<p><u>Under The Sea & Animals</u></p> <p>Identify different animal habitats</p>	

	<p>Use equipment/resources to make observations about the natural world and discuss changes (seasonal + weather) Talk about how this affects them and the local wildlife. Identify ways to keep healthy ie diet, exercise, hygiene, sleep and emotional wellbeing. Understand why we need to stay clean and know how some germs can make them ill. Understand what a dentist's role is and know how to look after their teeth.</p>	<p>Predict and make links to prior knowledge. Explore materials and their properties. Predict, observe and draw simple conclusions (Gingerbread man) Changes in state solid-liquid-gas Life cycles of frogs, butterflies and a plant (bean) Know basic conditions for plant growth Making observations and draw pictures of plants</p>	<p>Group animals based on observations. Investigate floating and sinking Label basic animal and fish anatomy Changes of state - Freezing and melting Making observations and draw pictures of animals</p>
<p>Understanding the World</p>	<p><u>My World and Me</u> Describe and name people who are familiar to them, comment on images of familiar situations in the past. Begin to talk about family at home by sharing family photographs. Recount family experiences that happened in their past using photos as a prompt. Create a class Memory Box – add something throughout the year – photos/ artefacts/ objects. Keep returning to look at it and talking about the changes that have happened. Talk about family Christmas traditions and family traditions around the world. Begin to recognise similarities and differences between the past and today within our school using photographs and stories. What is the history of Pottery Primary school? When was it built? Was it always a school? Decide whether photographs or images (e.g. from stories) depict the past. Use photographs and images to make simple observations about the past. Ask questions about the differences they can see in photographs or images that represent the past. Become aware of changes that happen throughout the year (e.g. seasons, nature). Recognise significant dates for them (birthday). Recognise some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p> <p><u>GEOGRAPHY:</u></p>	<p><u>Once Upon a Time</u> A local study- Find out Facts about My High Street (What is Belper like now? How has it changed? When was it built? What for? Use old images and artefacts, compare and contrast the differences.) Make simple observations about the past from photographs and images. Communicate findings by pointing to images and using simple language to explain their thoughts. Recognise how the environment around us changes as time passes. Recognise how stories and books can tell us about the past. Compares homes from now to the past (focusing on Cinderella's kitchen.) In fairy tales, kings/queens are usually important, powerful people who rule over others. Begin to talk about our Royal Family, and the history. Share some interests and achievements from their own lives and the lives of their families and friends (link to 3 little pigs) Recognise some people are older than others. Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). (Link to life cycles) Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.). Recognising that some stories are set a long time ago.</p>	<p><u>Little Explorers</u> Let's be explorers. Find out what an explorer is and does. What does an explorer need? Maps, transport. Name an important explorer (Christopher Columbus/ Matthew Henson) Time travel back to the time of the Dinosaurs. Discuss differences and similarities between themselves and others communities and traditions (life in the Jungle) Transition and preparation for changes into KS1. Look back at our class memory box discussing and recognising changes since I first started at school (similarities and differences) Reflect on our learning journey of Reception. Talk about the future and next steps in Year 1. Talk about each other, recognising we all have different interests and hobbies.</p> <p><u>GEOGRAPHY:</u> <u>Key Skills</u> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Answering simple questions, guided by the teacher.</p>

	<p><u>Key Skills</u> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Beginning to use the names of the seasons in the correct context. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. Answering simple questions, guided by the teacher. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Representing some of the features they notice in their school and school grounds.</p> <p><u>Key Knowledge</u> Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That the terms Spring, Summer, Autumn and Winter are used to describe the season. Some of the key characteristics of each season. That there are four seasons in a year marked by certain weather conditions. That a place and its features can be represented in a picture</p> <p>RE: <u>F5: Where do we belong?</u> Tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special</p>	<p>Experiencing cause and effect, science experiments throughout the topic. Begin to use stories and non-fiction books to find out about life in the past. Begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...", etc.).</p> <p><u>GEOGRAPHY:</u> <u>Key Skills</u> Identifying land and water on a map or globe. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Making observations about the features of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Answering simple questions, guided by the teacher. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Ask questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. Representing some of the features they notice in their school and school grounds.</p>	<p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Recognising features on maps (real or imaginary). Identifying land and water on a map or globe.</p> <p><u>Key Knowledge</u> That places within this country can differ from each other. That there are differences between places in this country and places in other countries. The name of their school and the place where they live. Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That a map is a picture of a place. That a place and its features can be represented in a picture. That usually water is represented in blue on a map or globe. 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.</p> <p>RE <u>F2 Which people are special and why?</u> Talk about people who are special to them Hold conversations about what makes their family and friends special to them Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others using new vocabulary</p>
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	<p>Use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication</p> <p>Respond imaginatively and expressively to stories about new babies</p> <p>Take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies that welcome new babies</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p> <p><u>F4 Which times are special and why?</u></p> <p>Give examples of special occasions and suggest features of a good celebration</p> <p>Recall simple stories connected with Christmas / Easter and a festival from another faith</p> <p>Say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith</p> <p>Use new vocabulary to identify some similarities and differences between religious communities in Britain</p> <p>Respond imaginatively and expressively to what happens at their favourite times.</p>	<p><u>Key Knowledge</u></p> <p>A map is a picture of a place.</p> <p>Water is usually represented in blue on a map or globe.</p> <p>Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p> <p>That a place and its features can be represented in a picture.</p> <p>Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</p> <p>Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</p> <p><u>RE:</u></p> <p><u>F1 What stories are special and why?</u></p> <p>Talk about some religious stories using new vocabulary</p> <p>Recognise some religious words, e.g. about God, holy books or places of worship</p> <p>Identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text e.g. Bible, Qur'an</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p> <p>Hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked</p> <p>Know some similarities and differences between religious communities in Britain.</p> <p><u>F3 Which places are special and why?</u></p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Know some similarities and differences between religious communities in Britain</p> <p>Be aware that some religious people have places which have special meaning for them</p>	<p>Recall stories about special people in other religions and talk about what we can learn from them</p> <p>Know some similarities and differences between religious communities in Britain</p> <p><u>F6. What is special about our world?</u></p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Re-tell stories about creation and nature, talking about what they say about the world, God, human beings</p> <p>Respond imaginatively and expressively to the beauty and delight of the natural world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it</p>
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Expressive Arts and Design	<p>Art: Self Portrait Photography - Explore self portraits. Children use props and personal belongings to help explore their sense of self. Photographs are then developed through drawing and collage.</p> <p>Feely Drawings - making drawings in response to objects using the sense of touch. Separates drawing into 2 activities: exploring an object through our senses and then making a drawing of the information we can remember. Finger Palette Portrait -explores making a drawing of your partner using charcoal.</p> <p>Artist: Anthony Gormley: sculptor</p>	<p>Art: Primal Painting - children explore nature as a source of natural pigments. Plants are squashed and ground to produce texture and colour with which to make art.</p> <p>Wax Resist Autumn Leaves - creating invisible wax lines which are then made to appear on the page with watercolour. Use the leaves made by individuals towards a larger shared collage project. Wildflower Meadow – large shared activity. Make large colour washes, print with card, and draw and collage wildlife to create beautiful atmospheric imagery (poppies)</p>	<p>Art: Making Finger Puppets - simple ways to make finger puppets of Fairy tales characters .The finished puppets can be used to share stories, act out dialogue and explore drama.</p> <p>Murals in Schools - create a mural for a wall. Extend to use small boxes on their side to create mini “theatres” and shine the torch on the contents</p> <p>Artist: Kandinsky; squares with Concentric Circles</p>	<p>Art: Ducklings -printmaking activity and enables them to explore how we might create a feeling of “form” and texture on the page.</p> <p>Minibeast Artwork - resource enables children to undertake a fun exploration of minibeasts, inspired by the natural world and into a fantasy one!</p> <p>Artist: Van Gough; Sunflowers</p>	<p>Art: Dressing Up As Fossils - observe objects, and then feel enabled to make a creative response to that object. A surprise at the end (using the artwork as a dress up!) Plastacine Printmaking - a simple way to make prints. Use this method to help children explore the natural world and create their own marks and patterns. The finished prints can be used as collage elements in other artwork.</p> <p>Artist: Andy Goldsworthy; Natural material sculptures.</p>	<p>Art: To Colour - the gentle and playful exploration of colour, how it makes us feel and how it feeds into other senses Nursery Night Time College - wax resist and collage activity</p> <p>Painting the Savannah - work collaboratively to make backgrounds for their artwork, and then work individually to create animals to collage onto the paper.</p> <p>Artist: Rathika Ramasamy; Wildlife photographer</p> <p>Henri Rousseau: Tiger in a tropical Storm painting</p>

		Artist: Seurat; Pointillism				
	DT Cooking and Nutrition: Food preparation and soup Explore fruits and vegetables and the differences between them. Use adjectives to describe how fruits and vegetables look, feel, smell and taste. Learn new vocabulary. Know and talk about the different factors that support their overall health and wellbeing: healthy eating. Listen to and recall elements from the story 'The Best Pumpkin Soup.' Explore a pumpkin and describe it using the five senses. Design a fruit and vegetable soup recipe. Learn how to use a knife safely. Develop small motor skills so that they can use a range of tools competently, safely and confidently. Observe and help (where appropriate) with the use of tools to prepare ingredients. Describe the finished product and evaluate the process. Design food packaging Seasonal Project 1: Hibernation boxes Seasonal Project 2; Sliding Santa chimney		DT: Textiles Develop threading and weaving skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Practise and apply weaving skills to a specific material e.g. paper. Practise and apply threading skills with specific materials e.g. hessian and wool. Use threading or sewing to design a product (bookmark). Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create a textiles product (bookmark) following their own design. Reflect with children on how they have achieved their aims. Seasonal Project: Easter		DT: Structures: Junk Modelling: Design a boat Explore and investigate the tools and materials in the junk modelling area. Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop scissor skills. Investigate cutting different materials Learn how to plan and select the correct resources needed to make a model. Create collaboratively, sharing ideas, resources and skills. Verbally plan and create a junk model. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore different ways to temporarily join materials together. Compare the uses of boats Seasonal Project: Flower threading	
Music	<u>Me!</u> Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels. Songs: Head, shoulders Everybody do this If you're happy and you know it Dem bones	<u>My Stories</u> Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.	<u>Everyone!</u> Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes.	<u>Our World</u> Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two note.	<u>Big Bear Funk</u> Find a funky pulse. Revise existing Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of	<u>Reflect, Rewind and Replay</u> Revision Songs: 5 Little men in a flying saucer If I were a Minibeast 5 little speckled frogs

		Songs: Christmas Songs	Songs: When Goldilocks went to the house of the Bears This is the way we build a house	Songs: Spring Chicken Find a Little Seed	any of the three notes C, D and E. Songs: Yellow submarine Oh I do like to be beside the seaside	Down in the Jungle
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