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| PSHE  Life to the Full  Project Evolve | * Created and loved by God * Religious Understanding * Me, My Body, My Health * Emotional Well-Being * Self-Image and Identity * Online Relationships | | | | * Created to Love others * Life Cycles * Religious Understanding * Personal Relationships * Online Reputation * Online Bullying | | | | | Created to Live in Community  Keeping Safe  Religious Understanding  Living in the Wider World  Managing Online Information  Health, Well-being and Lifestyle | | | | |
| Significant Person |  | | | |  | | | | | Author Study – Eric Carle | | | | |
| Locality Study |  | |  | | * The River Kent | | * Kendal Castle * Journey on a bus or train to Windermere | | |  | | | | Visiting a Farm where we live |
| National and whole school events | * Recycle week 19th -25th Sept * Space Week * Oct 4th - Oct 10th * National poetry day 6th Oct * Black History Month * Oct 1st - Oct 31st * Harvest Festival | | * Diwali Oct 24th * Firework Night 5th Nov * Remembrance Day Nov 11th * Children in Need 18th Nov * Advent * Hanukkah 18th -26th Dec * Christmas * Anti-Bullying Week * Nov 14th - Nov 18th * World Nursery Rhyme Week * Nov 14th - Nov 18th | | * Chinese New Year. Year of the Rabbit . 22nd Jan * Safer Internet Day 8th Feb * ‘All Fun and Games?’ (Exploring respect and relationships online.) | | * British Science Week * Mar 10th - Mar 19th * 2nd March – World Book Day * Mother’s day 19th March * Good Friday 2023 Apr 7th * Easter Sunday 2023 * Apr 9th | | | Earth Day 2023  Apr 22nd  St George's Day 2023 Apr 23rd | | | | World Ocean Day 8th June  Pentecost Sunday  28th May  Father's Day  Jun 18th |
| Potential Themes/interests | * Getting to Know You and Me * Autumn – Harvest * Family * Teddy Bears | | * Light, Colour and Dark * (Celebrations) * Christmas around the world. * Diwali | | * Amazing Journeys and Amazing Places * Winter * The Arctic and Antarctica. | | * Castles and Dragons * Health * Spring/oral health * Easter | | | Growing Every Day  Babies/generations  Lifecycles butterflies/ mini beasts  Gardening/seeds | | | | Green Fingers Summer  Hot environments  Pirates/seaside  Mermaids and rock pools |
| Subject Area | * Autumn 1st Half * (7 weeks) | | * Autumn 2nd Half * (8 weeks) | | * Spring 1st half * (6weeks) | | * Spring 2nd Half * (5 weeks) | | | Summer 1st Half  (6 weeks) | | | | Summer 2nd Half  (7 weeks) |
|  | * **Literacy** | | | | | | | | | | | | | |
| The Year 1 expectations in Literacy for reference. Where the children are going. | * **Writing Composition:** * Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer. * **Vocabulary, Grammar & Punctuation:** * Understand the use of capital letter and full stop and use them accurately. Create question sentences and use a question mark to punctuate correctly. Mark statement and command sentences with an exclamation mark. Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases. Use talk to organise events and experiences. Write in the present tense To be able to use the conjunctions “and”, “but” and “because” to create compound sentences. Discuss word meaning of new words. * **Reading summary:** * Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts. | | | | | | | | | | | | | |
| **Quality**  **Texts** | * I want a Pet - Lauren Child * It’s ok to be different- Todd Parr * The Colour Monsters – Anna Llenas * We’re going on a Bear Hunt- Micheal Rosen * The Gruffalo - Julia Donaldson * The Gruffalo’s Child - Julia Donaldson * Brown Bear Brown Bear – Eric Carle * The Bumblebear – Nadia Shireen * The Bear in the Cave – Micheal Rosen | | * Rama and Sita story – Diwali * Leafman - Lois Lehert * Owl Babies - Martin Waddell * Funnybones- Allan Ahlberg * How to Catch a Star - Oliver Jeffers * A Dark, Dark Tale – Ruth Brown * Little Glow - Katie Sahota * Sulwe – Lupita Nyong’o * Look up! – Nathan Bryon | | * The train ride - June Crebbin * Rosie’s Walk - Pat Hutchins * Lost and Found - Oliver Jeffers * Blue Penguin- Petr Horacek * Yeti and the Bird – Nadia Shireen * The Great Race - the story of the Chinese Zodiac - Emily Hiles | | * George and the Dragon – Christopher Wormell * Puff the Magic Dragon – Peter Yarrow * Billy and the Dragon – Nadia Shireen * Look inside a Castle – NF book * The Knight Who Wouldn’t Fight – Helen Doherty * Traditional Tales with Castles- Cinderella, Sleeping Beauty etc | | | The Hungry Caterpillar - Eric Carle  The Case of the Missing Caterpillar- Sam Godwin  Jasper’s Beanstalk – Nick Butterworth  Jim and the Beanstalk – Raymond Briggs  What the Ladybird Heard - Julia Donaldson  The Tiny Seed - Eric Carle  The Busy Spider - Eric Carle  Growing Frogs – Vivian French  The Case of the Missing Caterpillar – Sam Godwin | | | | We all Went on Safari - a counting journey through Tanzania- Laurie Crebbs  Mama Panya’s Pancakes - a village tale from Kenya - Mary and Rich Chamberlin  The Problem of the Hot World by Pam Bonsper.  Don’t put your Finger in the Jelly Nelly - Nick Sharratt  Clean Up! – Nathan Bryon and Dapo Adeola |
| **Literacy**  Communication and Language  Comprehension Skill Development | * Listen and enjoy sharing a range of books. Hold a book correctly, turn pages and handle with care. Know that a book has a beginning and an end. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print. Enjoy joining in with rhyme, songs and poems. Explain simply what’s happening in a picture in a familiar story. | | * Experience and respond to different types of books, e.g., story books, factual/real-world books. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about texts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. | | * Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a story that is read to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). | | * Correctly sequence stories, drawing on language patterns of stories. Show understanding of many common words and phrases in a story that is read to them. Suggest how an unfamiliar story read to them might end. Give an opinion on a book they have read. Recognise repetition of words or phrases in a text. Play influenced by experience of books. Innovate a well-known story with support. | | | Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in text. Know the difference between different types of texts. Make inferences to answer a question beginning 'Why do you think…?' Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. | | | | Play and vocabulary influenced by experience of books. Innovate a known story. Recall the main points and vocabulary in a text in the correct sequence. Say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. |
| Emergent Writing Development  Intent  Vocabulary  Implementation | * Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. | | * Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. * Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing. * Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds ‘out loud’. Children have access to sound boards in the class | | * Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. * Oral, out loud, sentence, rehearse, repeat, check, re-read. * Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. | | * Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. * Oral, out loud, sentence, rehearse, repeat, check, re-read. * Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. | | | Write a simple sentence/caption which may include a full stop.  Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end.  Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. | | | | Write a simple narrative in short sentences – may include a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.  Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these. |
| Phonics  Little Wandle |  | |  | |  | |  | | |  | | | |  |
| Mathematics  White Rose Maths EYFS Overview  Coverage for the Year: | * **Getting to Know** **you**: settling in, routines, exploring provision. * **Just like me!**: match, sort and compare amounts. Compare size, mass and capacity and patterns. | * **It’ me 1,2,3!:** Representing, comparing and composing 1, 2 and 3. Exploring circles, triangles and positional language. * **Light and dark:** Representing numbers to 5. One more and one less to 5. Shapes with 4 sides and Time. | | | * **Alive in 5:** Introducing 0. Comparing numbers to 5. Composition of 4 & 5. Comparing mass and capacity. * **Growing 6,7,8:** 6,7 & 8. Combining two amounts, making pairs. | | | * **Growing 6,7,8 (Continued):** Length and Height, Time. * **Building 9 and 10:** Counting to 9 and 10, 3D Shapes, special awareness and patterns. | | **To 20 and Beyond:** Building numbers beyond 10. Counting patterns beyond 10. spatial reasoning, match, rotate, manipulate shapes.  **First, then, now:** Adding more, taking away. Spatial reasoning, compose and decompose. | | **Find my pattern:** doubling, sharing, grouping, odd and even. Special reasoning, visualising and building.  **On the move:** deepening understanding, patterns and relationships, spatial reasoning, mapping. | | |
| Ongoing Mathematical skills developed throughout the year | * Link the number symbol with its cardinal number value. * Count beyond ten. * Compare numbers. * Understand the ‘one more/one less than’ relationship between consecutive numbers. * Compare length, weight, and capacity. * Select, rotate, and manipulate shapes to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | | | | | | | | | | | | |
| Ongoing revisits  Intent  Vocabulary  Implementation | * Routines, comparing measures, verbally counting including when singing rhymes. * Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs. * Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers. | | | * Count objects, actions, and sounds. Introduction of Subitising. * Number names, count, without counting, how many. * Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with. | | * Subitising to 5. 2D shapes, One more and one less. * Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller. * Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning | | | * Explore the composition of numbers to 8 Subitise (intro to conceptual) Recall number bonds 0-8. * Number, number names, addition, count, without counting, how many, number bonds. * Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number. | | Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10  Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.  Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers. | | Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10  Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.  Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers. | |
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|  | * Play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community. * This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world. | | | | | | | | | | | | | |
| Scientific Knowledge Development  Intent  Vocabulary  Implementation  Enquiry based  Understanding the World  The Natural World | * **Seasonal Changes –** Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow * Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc. | * **Materials –** Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled. * Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny * Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle. * From children’s planning * Where does light come from? * Can we make the tent as dark as possible inside? * Where does the moon go in the daytime? | | | * **Animals (Polar)** Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe arctic habitats. * Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival. * Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in. | | | * **Seasonal Changes** - Spring Revisit of objectives from Autumn 1. **Humans -** Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses. * Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent * Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works. | | **Plants -** Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower..  Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air  Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.  From children’s planning | | **Animals** (British Wildlife) Revisit of objectives from Spring 1. + Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change.  Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,  Identifying, observing and exploring British animals – in person, through books, videos etc.  From children’s planning | | |
| **Geography**  Respect skill Development  Intent  Vocabulary  Implementation  Understanding the World  People, Culture and Communities | * Children respect special things in their own lives. Special, teddy, photo, people, toy. * Children taught about respect, children taught about respecting special things and what this might mean to different people. * 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. | * Children recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live. * Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. * Children taught about respect, children taught about different beliefs and special times for different people. * The Polar Express * From group planning- * Do penguins and Polar Bears ever meet? * How cold is it there? * Is there snow there all the time? * Does Father Christmas live at the North Pole or the South Pole? * Stories and Non-Fiction books about the North and South Pole * Blue Penguin * Lost and Found | | | * Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. * Questions, why, country, community, where I live, story, visitor, celebrations. * Children taught about respect, children taught about curiosity, asking questions and why we need to learn. * 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. | | | * Children understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter) * Questions, why, country, community, where I live, story, visitor, celebrations, church, Easter. * Children taught about respect, children taught about curiosity, asking questions and why we need to learn. * Know about similarities and differences in relation to places. * Living in a wet place along the River Kent compared to living somewhere dry and hot. | | Understand that some places are special to members of their community.  Special, places of worship, churches, map, park, shops etc.  Children taught about respect and how we can respect special places.  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.  They talk about the features of their own immediate environment and how environments may vary from one another. (ELG) | | Children recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pets.  Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.  Children taught about respect and caring for animals and pets.  Comment and ask questions of their familiar world such as the place where they live or the natural world. | | |
|  | * Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past | | | | | | | | | | | | | |
| **History**  Chronology skill development  Intent  Vocabulary  Implementation | * Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them * Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. * Children joining in with discussions and stories about family. Children focusing on work based on ‘all about me’ and their family and friends. * From children’s planning - | | | * Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. * Last week, yesterday, a long time ago, last year, before I was born. * Discussions around past and present – events such as celebrations, Remembrance Day (war). | | * Visually represent their own day on a simple timeline (correspond with 7 days of the week) * Timeline, day, week, first, last, them, next, days of the week – names. * Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week * From children’s planning - | | | * Talk about and understand changes in their own lifetime, by creating a personal timeline. * Changes, baby, toddler, child, teenager, adult, elderly, ages. * Learning about life cycles of animals, learning about how we grow and change as people. | | Recount an event, orally, pictorial and/or with captions.  Event, special, what happened, then, next.  Discussions around events we have had at school such as school trips, visits etc.  From children’s planning - | | Order experiences in relation to themselves and others, including stories.  First, then, next, after that, finally, story.  Adults prompting children to order experiences and stories verbally or in a written method. | |
| **ART**  Artist Studies  Intended Artists  Vocabulary  A New York Museum Is Selling Its Only Jackson Pollock Painting at  Christie's to Fund Acquisitions of Work by Women and Artists of ColorImplementation | * Jackson Pollock (Collaborative work) * Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. | | | * Piet Mondrian, Wassily Kandinsky | | * Joan Miro | | | * Andy Goldsworthy Eric Carle * Exploration of Andy Goldsworthy and Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. | | Georgia O’Keefe  Exploration of Georgia O’Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. | | Vincent van Gogh  A Prized Van Gogh Was Sold Under Nazi Threat, Say the Heirs of a Jewish  Banker Who Are Suing to Reclaim the Painting From a MuseumExploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. | |
| Art  Expressive Arts and Design  Mark Making/drawing  Creating with Materials | * Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. * Firework art * Diwali art including making Diwas out of air-drying clay | | | * (Skill) Observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects * Christmas art and card making * Designing repeat pattern wrapping paper | | * (Skill) Show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. * David Hockney – Water Splash * Claude Monet – Waterlilies – colour mixing * Water droplets | | | * (Skill) Observational drawing – Daffodils * Andy Goldsworthy – Dandelion Circle and other artwork using natural elements * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | (Skill) Observational drawing - Sunflowers Show accuracy and care in their drawing.  Georgia O’Keefe – flower artwork | | (Skill) Produce more detailed work and say what they have included.  Vegetable faces  Vegetable printing | |
| Colour  Intent  Implementation | * Explore colours and how colours can be changed. Identify light and dark colours. * Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions. | | | * (Knowledge) Recognise and name colours * Discussing colour names during play and discussions. | | * (Skill) Create a wash background and combining colour in the style of Joan Miró. * Modelling making a wash background, discussing use of colour and shape and light and dark colours. | | | * (Skill) Exploring colours in nature and how they can be applied to art in the style of Andy Goldsworthy. * Using a colour chart and paint chart outside to identify colours. | | (Skill) Exploring shades of colour and how to make different shades.  Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore. | | (Skill) Choosing a particular colour for a purpose  Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples. | |
| Painting  Intent  Implementation | * (Skill/Knowledge) * Splatter painting in the style of Jackson Pollock * Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock’s work, teacher modelling of work. | | | * (Skill/Knowledge) * Only using one colour to create in the style of Yves Klein * Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein’s work, teacher modelling of work. | | * (Experience) Explore different paint types - watercolour, powder paint, acrylic, ready mix paint. * Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision. | | | * (Skill) Mix paints to make new colours following instructions. * Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours | | (Experience) Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.  Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media. | | (Skill) Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.  Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media. | |
| 3D work  Intent  Vocabulary  Implementation  D&T  Expressive Arts and Design | * Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision. * Transient art, loose parts, moveable, creation, colour, shape, patterns. * Exploration of loose parts, modelling of how they can be used, images of ideas. * Designing and making ‘Stick men’ | | | * (Skill) Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue. * Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. * Exploration with the class of different ways to join materials and which is the best method for which material. | | * (Skill) Create work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day. * Celebrate, bunting, paper chains, joins, glue, paper, card. * Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations. | | | * Natural art in the style of Andy Goldsworthy. * Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. * Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors. | | (Skill) Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress.  Props, puppets, folding, technique, fan, book, material, feather headdress.  Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from. | | (Skill) Select tools and techniques needed to assemble and join materials they are using for a specific reason.  Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain.  A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year. | |
| RE  Also, a multifaith week where we look at the faiths of Islam and Judaism. | * **God’s World** * God loves and cares for each one of us. * hear and respond to the things that God created for us. * God asked us to care for the world * god made each of us special and different. | | * **God’s Family** * god made them to be a part of his family and that everyone else is part of it too. * God made us to know him and love him. * To show our love for God by helping one another. * God has given us gifts so that we can show his love to others. | | * **Getting to Know Jesus** * The family of Jesus is our family too * That Jesus has a great love for each one of us. How can we show this love? * Hear that Jesus cured people who were sick. * Know that Jesus showed he was the Son of God at the wedding at Cana. | | * **Sorrow and Joy** * Understand that we are capable of hurting others and that we should always try to be kind. * Jesus forgives if we are sorry * Jesus forgave those who hurt him. To know that we can forgive other people when they hurt us. * Know that we need to ask Jesus to help us to be kind to others. | | | **New Life**   * To begin to understand that because Jesus rose from the dead, we can experience Easter joy. * To know the story of Jesus meeting Mary Magdalene when he rose from the dead. * To understand the joy and peace Jesus gave to his disciples. * To know the story of Jesus going back to his Father in heaven. | | | | **Our Church Family**   * Our church family. * Visit to a church. * Sunday is a special day. * Sacrament of Baptism. |
| **PE**  Physical Development  Gross Motor skills | * Multi-skills and * Ball skills * Football and throwing/catching skills and team games | | | | * Gymnastics – ways of travelling – positional language – over, under, around, through, across * Dance | | | | | Athletics and Outdoor sports | | | | |
| Computing | * Use a range of tools in a paint package to create an image. * Formulate questions to ask Google when we need to find an answer to something that we don’t know. * 2 paint a picture software to create pictures linked to Literacy * Maths games on the Plasma screen | | | | * Record short speech on a ‘magic microphone’ to be added to a story presentation. * Use the iPad to take photographs of thing that they have made/constructed and are proud of | | | | | Use bee-bots to manoeuvre around a simple pathway  Control simple everyday devices to make them produce different outcomes  Using a simple pictogram to represent one image per item. | | | | |
| Music  Expressive Arts and Design  Being imaginative and Expressive | * Daily access to musical instruments in the Continuous Provision. * Charanga music * Singing simple well know songs and rhymes, introducing new daily rhymes. * Describing the sounds I can hear. * Harvest Festival songs | | * Daily access to musical instruments in the Continuous Provision. * Charanga music * Nativity Performance – joining in with the words to sings and using actions. * Listening to music. * Christmas music for the Nativity | | * Daily access to musical instruments in the Continuous Provision. * Charanga music * Exploring musical instruments including body percussions. * Playing instruments in time and in a simple composition. | | * Daily access to musical instruments in the Continuous Provision. * Charanga music * Experimenting with changing my voice with different tempo, pitch and dynamics. * Describing instrument sounds. | | | Daily access to musical instruments in the Continuous Provision.  Charanga music  Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.  Talk about how music makes me feel. | | | | Charanga music  Performing songs, rhymes, poems and stories and moving in time with the music.  Composing and adapting my own music using my voice and with instruments. |
| Healthy Lifestyles/British Values | * Diversity | | * Internet safety | | * Anti-bullying | | | | | Self-advocacy skills | | | | Junior citizen and positive transitions |
| Learning in the community |  | | * Stay and Play Christmas event planned by the children for their families. | |  | | Stay and Play Easter event planned by the children for their families. | | |  | | | | Transition events into Year 1.  Family picnic. |