

EYFS – Cycle B- Some Key topics / Themes –learning is led by the interests of the children so is subject to change.

	Autumn			Spring			Summer					
Learning Unit	Hello	We are invaders	We are invaders	We are Time Travellers	We are Time Travellers	We are Investigators	We are Investigators	We are Environmentalists	We are Environmentalists	We are International	We are International	Goodbye
Topic Title	All About Me	Castles, Knights, Princesses and Dragons (NEW TOPIC FOR 2023/24)		Could I live with the dinosaurs? (NEW TOPIC FOR 2023/24)		Once Upon a Time		In the Garden		Around the World in 35 ? days		Goodbye
Hook	Starting School	Visit to Warwick Castle? Zog trail?		Visit to Crocodiles of the world / Natural History Museum (Oxford)		Library Visit Book Week Science Week		Jonathans Jungle Chicks or Ducklings hatching		Food tasting and sporting events from around the world. Seaside Visit		Transition Morning
Science (UTW) NW	<p>Comparing ourselves, eye colour, hair colour, height etc.</p> <p>Comparing our houses and making shape houses</p> <p><u>Our bodies</u> Be able to name parts of the body, and know what some of them do. (Heads, shoulders, knees and toes)</p> <p>Identify parts of the body , head, arms , legs, hands, feet, knees, elbows, stomach, back (Drawing self portrait)</p> <p>Identify organs and know some of their jobs Brain, heart, lungs, blood. (Collaborative work – big bodies)</p> <p><u>Sound – Explores the different sounds of instruments</u></p> <p><u>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</u></p> <p><u>Knows similarities and differences in relation to living things</u></p>	<p>How can we cross the moat? Challenge linked to Commando Joes The features of a castle and purposes of the elements. Turrets, moat, drawbridge etc</p> <p>Knight Training -PE skills session – noticing effects that exercise has on the body</p> <p>Materials investigation – How best to protect a dragons egg?</p> <p>Notice the changes that exercise has on our bodies. (PE sessions and outdoor activity sessions) Introduction to real PE</p> <p>Forest school – talk about Autumn, changes in the weather and changes we can see. Autumn walk Autumn treasure hunt Leaf Man story and art work</p> <p><i>The Little Red hen – bread baking and real life hen encounter experience</i> <u>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</u></p> <p><u>Plants – Make observations of animals and plants and explains why some things occur and talk about changes</u></p> <p><u>Materials – Know about similarities and differences in relation to materials</u></p> <p><u>Materials - knows the properties of some materials and can suggest some of the purposes they are used for</u></p> <p><u>Knows similarities and differences in relation to living things</u></p> <p><u>Knows that the environments and living things are influenced by human activity</u></p> <p><u>Knows about similarities and differences in relation to places, objects, materials and living things</u></p> <p><u>Knows the similarities and differences between himself/herself and others and</u></p>	<p><u>How can I keep my bones healthy?</u></p> <p>How can I keep my teeth healthy – Dentist visit into school</p> <p>Sorting foods into healthy and treats Sorting foods into those that are good for our teeth and those to avoid – Herbivore Carnivore</p> <p>Talk about how to keep ourselves healthy – (plan a healthy meal and a lunchbox)</p> <p>Talk about how to keep our teeth clean,, how to look after them and why we need to keep our teeth healthy (Dentist visit)</p> <p>Identify some bones and joints – skull, knees, collar bone, elbow, hips, ribs, spine (Fossil and skeleton investigation</p> <p>WINTER TOPIC</p> <p>Freezing and melting = Where can we put the ice to keep it forever investigation</p> <p>Snow exploration play Learning about animals that live in cold places .</p> <p>Winter (mini topic) Snow / Ice and Who lives in cold places</p> <p>Building shelters in the woods for animals and ourselves, how can we keep them dry</p> <p>Notice the changes in the woods and the weather</p> <p><u>Sound – Explores the different sounds of instruments</u></p> <p><u>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</u></p> <p><u>Knows similarities and differences in relation to living things</u></p> <p><u>Knows that the environments and living things are influenced by human activity</u></p> <p><u>Knows the similarities and differences between himself/herself and others and among families, communities and traditions.</u></p> <p><u>Make observations of animals</u></p>	<p>STEM Challenges</p> <p>Materials investigation</p> <p>Build a house for a pig testing materials and design</p> <p>Build a strong wolf house</p> <p>Make a chair for the 3 bears</p> <p>Recycling / looking after our world (Science week)</p> <p>Egg parachute challenge – what makes the best parachute / landing pad</p> <p>Planting and observing beans – Jack and the Beanstalk</p> <p>Changes in ingredients – baking gingerbread people</p> <p>Explore – which biscuit makes the best boat/raft for the gingerbread man</p> <p><u>Materials – Know about similarities and differences in relation to materials</u></p> <p><u>Materials - knows the properties of some materials and can suggest some of the purposes they are used for</u></p> <p><u>Sound – Explores the different sounds of instruments</u></p> <p><u>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</u></p> <p><u>Describe the familiarity with basic scientific concepts such as floating and sinking</u></p>	<p>Minibeast investigations, sorting and classifying Jonathans Jungle handling session Jess Minibeast adventures Bug hunts Bug sorting Growing from seeds and beans – observation greenhouses and in soil Planting sunflowers and beans Dissect a flower Talk about What makes plants grow What do plants need to survive Which foods can we grow that are healthy Lets try some healthy foods to eat</p> <p>Labelling parts of plants Seed, stem, root, shoot, leaf, bud, petal</p> <p>Listen to Eddies Garden Story, Jaspers beanstalk, The tiny seed Olivers Vegetables and Olivers Fruit salad</p> <p>Our local area – and how we can look after it (Litter pick – someone swallowed Stanley / Somebody crunched Colin)</p> <p>Hatching ducklings from eggs – including observing them in egg, witnessing hatching, looking at growth and changes, teaching them to swim.</p> <p>SCIENCE WEEK Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p> <p><u>Knows similarities and differences in relation to living things</u></p> <p><u>Knows that the environments and living things are influenced by human activity</u></p> <p><u>Knows about similarities and differences in relation to places, objects, materials and living things</u></p> <p><u>Knows the importance of good health of physical exercise and a healthy diet.</u></p> <p><u>Talks about ways to keep healthy and safe.</u></p> <p><u>Makes healthy choices and knows about healthy eating and exercise.</u></p>	<p>Observational drawings of fruit and veg Predicting what might be inside What might the weather be like in these countries – inspired by the pictures and making inference. Tour de France cycling and marathon running – impact of exercise on the body How to keep our bodies fit and healthy Sun safety</p> <p><u>Sound – Explores the different sounds of instruments</u></p> <p><u>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</u></p> <p><u>Knows about similarities and differences in relation to places, objects, materials and living things</u></p> <p><u>Knows the importance of good health of physical exercise and a healthy diet.</u></p> <p><u>Talks about ways to keep healthy and safe.</u></p> <p><u>Makes healthy choices and knows about healthy eating and exercise.</u></p>						

		<p><i>among families, communities and traditions.</i></p> <p><i>Eats a healthy range of foodstuffs and understands the need for a variety in food.</i></p> <p><i>Knows the importance of good health of physical exercise and a healthy diet.</i></p> <p><i>Talks about ways to keep healthy and safe.</i></p> <p><i>Makes healthy choices and knows about healthy eating and exercise.</i></p>					
History (P&P)	<p>My family Class discussions around my family</p> <p>Draw family tree and family members</p> <p>Talk about my family and what they do at work</p> <p>Talk about pets, previous houses and where I live</p> <p><u>My family</u> When I was little I liked ... Class discussion Where have I lived previously – class discussions What sort of house do I live in? Walk around local area .. Dogger <i>Begin to make sense of own life -story and family history</i></p> <p><i>Talk about the lives of people around them and their roles in society</i></p> <p><i>Begin to make sense of own life -story and family history</i></p> <p><i>Talk about events using correct past tense</i></p> <p><i>Talk about the lives of people around them and their roles in society</i></p> <p><i>To ask questions and clarify understanding</i></p> <p><i>Communicate knowledge through class discussions</i></p>	<p>Who lives in a castle? Royal family history – linked to King Charles and Queen Elizabeth</p> <p>A day in the life of a falconer?</p> <p>Remembrance – Why do we remember ?</p> <p><i>Understand the past through settings, characters and events encountered in books read in class and story telling</i></p> <p><i>To ask questions and clarify understanding</i></p> <p><i>Communicate knowledge through class discussions</i></p>	<p>When did the dinosaurs live? Where are they now?</p> <p>What was it like when the dinosaurs roamed the earth?</p> <p><u>Christmas</u></p> <p>The Nativity story Christmas traditions – stockings, trees, decorations (with candles) etc. Family traditions – class discussions</p> <p><u>Advent</u></p> <p>The Empty Stocking story How Christmas is celebrated Class discussions about what we did in the holiday and at the weekend – circle times and snack times in groups</p> <p><i>Talk about events using correct past tense</i> <i>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and story telling</i></p> <p><i>To ask questions and clarify understanding</i></p> <p><i>Communicate knowledge through class discussions</i></p>	<p>Comparisons of the past and now through stories – Traditional tales. Using illustrations to recognise things that are different. Pancake day Through nursery rhymes explore some of the language of bygone times – Tuffet, pail , grandfather clock</p> <p><i>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and story telling</i></p> <p><i>To ask questions and clarify understanding</i></p> <p><i>Communicate knowledge through class discussions</i></p>	<p>Jaspers beanstalk – growth Eddies Garden -growing with my grandad. Talk about grandparents and their hobbies</p> <p><i>To ask questions and clarify understanding</i></p>	<p>London Look at landmarks – talk about the coronation of King Charles III Katie in London France – Landmarks – Eiffel tower – look at monuments through A lion in Paris Greece – Marathon Running and the history of the marathon Italy – landmarks including the colosseum and Pompeii</p> <p><i>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</i></p> <p><i>To ask questions and clarify understanding</i></p> <p><i>Communicate knowledge through class discussions</i></p>	<p>Recapping our favourite memories and experiences of EYFS</p> <p><i>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</i></p> <p><i>To ask questions and clarify understanding</i></p> <p><i>Communicate knowledge through class discussions</i></p>
Geography	Walk around the school site	Where is London? Understand where the King lives?	Were there any dinosaurs in England? Could dinosaurs swim?	Creating story maps	Map making / Garden exploring	Where is Italy? Where is France? Where is Mexico? Where is Africa	

(UTW)	<p>Moving to the hall Exploring the EYFS Unit Comparing our school to the school in STARTING SCHOOL Talking about our families and where they live</p> <p>Walk around the local area – Talking about where we live and how we get to school What do we pass on the way?</p> <p>Where do I live? Who lives in my house Where have I lived previously?</p> <p>Begin to make observations about where things are e.g. within school or local area</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place?</p> <p>To describe location and near or far</p> <p>To have an understanding that Carterton is within Oxfordshire , which is in England.</p>	<p>Explore Buckingham palace – virtually</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>To describe location as near or far To use language of up, down forwards, backwards sideways and turn</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>To talk about the weather in each of the seasons</p> <p>To talk about the places we have visited</p>	<p>Diwali Where is India? What is the weather like there? How do they celebrate ? Eye spy video – Diwali and how it is celebrated</p> <p>Look on the global – introduce sea and poles</p> <p>Poles Apart Lost and Found</p> <p>Comparing hold and cold climates</p> <p>Circle time – holiday news, places that we have visited</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>Make simple comparisons between features of different places (hot and Cold countries)</p> <p>To describe location as near or far</p> <p>To use a globe or map to identify land and sea To compare climates and habitats (hot/cold using stories)</p> <p>To talk about the places we have visited</p>	<p>Stories from around the world – including Goldilocks Rocks and Handas Surprise Spider Anansi We are going on a lion hunt My Granny went to market book</p> <p>Using Beebots to explore a map</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>Make simple comparisons between features of different places (hot and cold countries)</p> <p>To use language of up, down forwards, backwards sideways and turn</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>Use a simple picture map to retell a story</p> <p>To talk about weather in each of the seasons and to compare climates and habitats (hot and cold) using stories</p> <p>To talk about the places we have visited</p>	<p>Beebots and maps Story maps</p> <p>Drawing a plan of our garden Drawing our garden at home</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>Use a simple picture map to retell a story</p> <p>To talk about the places we have visited</p>	<p>What do we think the weather might be like there? How can we tell from the clues in the pictures of the books?</p> <p>Flags , globes, maps, discussions about weather and traditions</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>Make simple comparisons between features of different places (hot and cold countries)</p> <p>To describe location as near or far</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>To talk about weather in each of the seasons and to compare climates and habitats (hot and cold) using stories</p> <p>To talk about the places we have visited</p>	
Design and Technology (EAD)	<p>Create a collage of myself using a range of materials</p> <p>Cut and collage a duck / Chick</p> <p>To construct with a clear purpose in mind</p> <p>To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing,</p>	<p>Build castles using construction materials</p> <p>Build castles using 2D shapes</p> <p>Design and create a coat of arms</p> <p>Autumn and Harvest Make bread and chop vegetables Theading leaves Building houses in the woods</p> <p>Fireworks To create firework art using a range of newly introduced techniques Toasting marshmallows in the woods on a real fire Remembrance Make clay poppies using fingers to mould the clay</p>	<p>Talk about favourite foods, likes and dislikes Create fossils and imprints Create 3D dinosaur models (Papier mache) Plan foods and meals that are healthy for us</p> <p>To use tools to mould a clay pumpkin</p> <p>Diwali Make clay deya lamps using fingers to mould the clay and tools to decorate Christmas To create Christmas cards To create Christmas decorations from a template Build a home for a hedgehog Make a clay hedgehog</p> <p>To construct with a clear purpose in mind To make simple plans To use stencils To use scissors and other tools with control and improving accuracy</p>	<p>Make a chair for goldilocks Design a house for the three little pigs – a range of materials To make a parachute for an egg (Egg drop) To decorate a real egg to create a character To bake gingerbread Porridge making and tasting Flapjack baking</p> <p>To construct with a clear purpose in mind To make simple plans To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string.</p>	<p>Clay moulding flowers / bugs Building gardens using recycled materials Planting seeds Designing and building lollistick greenhouses</p> <p>To construct with a clear purpose in mind To make simple plans</p> <p>To use stencils</p> <p>To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string.</p>	<p>Make a healthy sandwich – picnic Pasta tasting Pizza making – trip French food tasting Greek food tasting</p> <p>To construct with a clear purpose in mind To make simple plans</p> <p>To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string.</p>	<p>To construct with a clear purpose in mind To make simple plans To use scissors and other tools with control and improving accuracy</p>

	<p>cutting, folding and curling)</p> <p>To be able to cut along a straight (and then curved) line accurately</p> <p>To explore a range of joining techniques including table glue staples and string.</p>	<p>Halloween</p> <p>To use tools to carve a pumpkin</p> <p>To use scissors and other tools with control and improving accuracy</p> <p>To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling)</p> <p>To be able to cut along a straight (and then curved) line accurately</p> <p>To explore a range of joining techniques including table glue staples and string.</p> <p>To construct with a clear purpose in mind</p> <p>To explore threading and simple sewing (running stitch)</p> <p>To talk about likes and dislikes, what went well and possible improvements</p>	<p>To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling)</p> <p>To be able to cut along a straight (and then curved) line accurately</p> <p>To explore a range of joining techniques including table glue staples and string.</p> <p>To explore threading and simple sewing (running stitch)</p> <p>To explore foodstuff and observe changes</p> <p>To assemble and cook ingredients with support</p> <p>To understand the need for a healthy diet</p> <p>To explore foodstuff and observe changes</p> <p>To assemble and cook ingredients with support.</p>	<p>To explore threading and simple sewing (running stitch)</p> <p>To explore foodstuff and observe changes</p> <p>To assemble and cook ingredients with support</p> <p>To talk about likes and dislikes, what went well and possible improvements</p>	<p>To explore threading and simple sewing (running stitch)</p>	<p>To understand the need for a healthy diet</p> <p>To explore foodstuff and observe changes</p> <p>To assemble and cook ingredients with support</p> <p>To talk about likes and dislikes, what went well and possible improvements</p>	<p>To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling)</p> <p>To be able to cut along a straight (and then curved) line accurately</p> <p>To explore a range of joining techniques including table glue staples and string.</p>
Art (EAD)	<p>Self Portraits – pencil and pen control</p> <p>Collage ducks / Chicks</p> <p>Paint myself</p> <p>Create a drawing of my family –</p> <p>Christmas project design and drawing exploration</p> <p>Painting skeletons following instructions</p> <p>Paint my house</p> <p>Create simple representations of people and other things</p> <p>Suggest ways in which the work could be further developed or adapted.</p> <p>Create a progression of self-portraits.</p> <p>Select colours for purpose.</p> <p>Draw for a sustained period of time at their own level</p> <p>Use drawings to tell a story or retell an event or draw from observation</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal)</p> <p>Experiment with Primary colours</p> <p>Experiment with mixing colours independently</p> <p>Use a range of tools to make coloured marks on paper (including sponges, brushes and fingers)</p> <p>Makes patterns and pictures by printing with objects.</p> <p>Discover how to make pictures by cutting, tearing and sticking a variety of materials</p> <p>Create simple collages using fabric, paper, pasta, beans and larger tactile things etc.</p> <p>Experiment with different textures including sensory play</p> <p>Explore how media and materials can be combined and change</p>	<p>Design a castle / flag/ coat of arms</p> <p>Design and make a crown fit for a king or a queen</p> <p>Make shields and swords</p> <p>Clay faces</p> <p>Create leafman using collage materials</p> <p>Create clay hedgehogs</p> <p>Paint the little red hen</p> <p>Paint with feathers</p> <p>Wash and colour mixing paintings – the poppy field</p> <p>Moulding clay - Remembrance poppies</p> <p>Create simple representations of people and other things</p> <p>Talk about the stories and ideas in their art work sharing their ideas with others</p> <p>Suggest ways in which the work could be further developed or adapted.</p> <p>Create a progression of self-portraits.</p> <p>Select colours for purpose.</p> <p>Draw for a sustained period of time at their own level</p> <p>Use drawings to tell a story or retell an event or draw from observation</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal)</p> <p>Develop more accurate drawings of people that include all visible parts of the body (head hands, fingers)</p> <p>Makes patterns and pictures by printing with objects</p> <p>Name primary and secondary colours Learn the names of different tools that bring colour e.g. pastel, paint, crayons</p> <p>Work on different scales</p> <p>Enjoys using stencils to create pictures.</p> <p>Look and talk about what they have produced, describing pattern, techniques and media used.</p> <p>Print on to paper and other material.</p> <p>Discover how to make pictures by cutting, tearing and sticking a variety of materials</p> <p>Create simple collages using fabric, paper, pasta, beans and larger tactile things etc.</p> <p>Experiment with different textures including sensory play</p> <p>Explore how media and materials can be combined and change</p>	<p>Paint dinosaurs</p> <p>Explore texture and rubbings – dinosaur skin</p> <p>Build a model of the gingerbread mans house</p> <p>Clay thumb pots – Deya lamps (adding details)</p> <p>Colour mixing and paint exploration – splatting and blowing – firework pictures</p> <p>Drawing with Charcoal – made at the forest</p> <p>Using ICT to create Rangoli patterns / Mendhi patterns</p> <p>Christmas cards and Christmas crafts</p> <p>Christmas star weaving _ forest craft</p> <p>Use ICT to create images</p> <p>Create simple representations of people and other things</p> <p>Suggest ways in which the work could be further developed or adapted.</p> <p>Use a range of tools to make coloured marks on paper (including sponges, brushes and fingers)</p> <p>Create a progression of self-portraits.</p> <p>Select colours for purpose.</p> <p>Draw for a sustained period of time at their own level</p> <p>Use drawings to tell a story or retell an event or draw from observation</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal)</p> <p>Develop more accurate drawings of people that include all visible parts of the body (head hands, fingers)</p> <p>Makes patterns and pictures by printing with objects</p> <p>Name primary and secondary colours Learn the names of different tools that bring colour e.g. pastel, paint, crayons</p> <p>Work on different scales</p> <p>Enjoys using stencils to create pictures.</p> <p>Look and talk about what they have produced, describing pattern, techniques and media used.</p> <p>Print on to paper and other material.</p> <p>Discover how to make pictures by cutting, tearing and sticking a variety of materials</p> <p>Create simple collages using fabric, paper, pasta, beans and larger tactile things etc.</p> <p>Experiment with different textures including sensory play</p> <p>Explore how media and materials can be combined and change</p>	<p>Painting and collage a wolf</p> <p>Paint and collage 3 little pigs</p> <p>Build a model of the gingerbread mans house</p> <p>Painting with porridge</p> <p>Draw a self portrait</p> <p>Create a character (Paper Dolls)</p> <p>Create illustrations for our own story books</p> <p>Create simple representations of people and other things</p> <p>Talk about the stories and ideas in their art work sharing their ideas with others</p> <p>Suggest ways in which the work could be further developed or adapted.</p> <p>Create a progression of self-portraits. • Select colours for purpose. • Draw for a sustained period of time at their own level</p> <p>Use drawings to tell a story or retell an event or draw from observation</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal)</p> <p>Name primary and secondary colours</p> <p>Learn the names of different tools that bring colour e.g. pastel, paint, crayons</p> <p>Work on different scales</p> <p>Makes patterns and pictures by printing with objects.</p> <p>Handle feel and manipulate, pull apart and reconstruct materials (including construction materials)</p> <p>Use a range of media e.g. clay, paper Mache, playdough art straws and other construction materials (including blocks).</p> <p>Joins pieces together to build and balance, stacking vertically and horizontally, making enclosures and creating spaces</p> <p>Create and build own sculptures using a variety of materials e.g. junk, natural materials and man-made materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Enjoys handling, manipulating and using materials. Engages in sensory experiences.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Observational drawing of fruit and flowers</p> <p>Printing – using fruit</p> <p>Tree rubbings and bark rubbings</p> <p>Painting using small brushes</p> <p>Pastels – Mothers day cards</p> <p>Create simple representations of people and other things</p> <p>Talk about the stories and ideas in their art work sharing their ideas with others</p> <p>Suggest ways in which the work could be further developed or adapted.</p> <p>Create a progression of self-portraits. • Select colours for purpose. • Draw for a sustained period of time at their own level</p> <p>Use drawings to tell a story or retell an event or draw from observation</p> <p>Use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal)</p> <p>Name primary and secondary colours. Learn the names of different tools that bring colour e.g. pastel, paint, crayons</p> <p>Work on different scales</p> <p>Enjoys taking simple rubbings</p> <p>Imprints in clay and dough</p> <p>Joins pieces together to build and balance, stacking vertically and horizontally, making enclosures and creating spaces</p> <p>Create and build own sculptures using a variety of materials e.g. junk, natural materials and man-made materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Enjoys handling, manipulating and using materials. Engages in sensory experiences.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Arts and Crafts from countries around the world.</p> <p>Mexico - weaving using 2 colours</p> <p>Africa – fruit drawing and printing (repeating patterns)</p> <p>Africa – Fabric patterns</p> <p>ART WEEK</p> <p>Create simple representations of people and other things</p> <p>Think about what art is and share ideas with others</p> <p>Create a progression of self-portraits.</p> <p>Select colours for purpose.</p> <p>Draw for a sustained period of time at their own level</p> <p>Name primary and secondary colours</p> <p>Learn the names of different tools that bring colour e.g. pastel, paint, crayons</p> <p>Work on different scales</p> <p>Makes patterns and pictures by printing with objects</p> <p>Enjoys using stencils to create pictures.</p> <p>Look and talk about what they have produced, describing pattern, techniques and media used.</p> <p>Print on to paper and other material.</p> <p>Discover how to make pictures by cutting, tearing and sticking a variety of materials</p> <p>Create simple collages using fabric, paper, pasta, beans and larger tactile things etc.</p> <p>Experiment with different textures including sensory play</p> <p>Explore how media and materials can be combined and change</p> <p>Simple weaving</p>	<p>Draw a self portrait for my new teacher</p> <p>Draw me and my friends</p> <p>Create a progression of self-portraits.</p> <p>Select colours for purpose.</p> <p>Draw for a sustained period of time at their own level</p> <p>Develop more accurate drawings of people that include all visible parts of the body (head hands, fingers)</p>

		Look and talks about what they have produced	Explore rubbings Use a range of media e.g. clay, papier Mache, playdough art straws and other construction materials (including blocks). Creates a basic thumb pot.				
Music (EAD)	CHARANGA MUSIC TAUGHT IN ORDER AS PER THE PLANNED PROGRAMME						
	Nursery Rhymes / Counting Songs Is able to tap out a simple repeated rhythm Builds a repertoire of songs and dances Sings in a group or on own Explored the different sounds of instruments Explores how sounds can be changed Can name a range of instruments and describe how to play them	Harvest Songs Exploring pattern and rhythm – Listening games and clapping patterns Counting songs Jump Start Johnny Cosmic Kids Yoga Christmas performance singing and dancing Builds a repertoire of songs and dances Sing in a group or on own, increasingly matching the pitch and following the melody Enjoys joining in with dancing games Listening attentively, move to and talk about music, expressing feelings and responses. Try to move in time to music. Explored the different sounds of instruments Explores how sounds can be changed Is able to tap out a simple repeated pattern Explored the different sounds of instruments Explores how sounds can be changed Can name a range of instruments and describe how to play them Enjoy performing to an audience Improve work by revisiting and adapting	Listening to Bollywood music, attempting Bollywood dancing Christmas performance (singing and dancing) Counting songs Jump Start Johnny Cosmic Kids Yoga Builds a repertoire of songs and dances Sing in a group or on own, increasingly matching the pitch and following the melody Enjoys joining in with dancing games Listening attentively, move to and talk about music, expressing feelings and responses. Try to move in time to music. Explored the different sounds of instruments Explores how sounds can be changed Can name a range of instruments and describe how to play them Children represent their own ideas through music and dance Enjoy performing to an audience Listen to a range of music from history and cultures around the world Improve work by revisiting and adapting	Musical Instruments – percussion to accompany stories Counting songs Jump Start Johnny Cosmic Kids Yoga Is able to tap out a simple repeated pattern Explore the different sounds of instruments Explores how sounds can be changed Can name a range of instruments and describe how to play them Improve work by revisiting and adapting	Minibeast songs and sharing assembly Counting songs Jump Start Johnny Cosmic Kids Yoga Builds a repertoire of songs and dances Sing in a group or on own, increasingly matching the pitch and following the melody Try to move in time to music Is able to tap out a simple repeated pattern Children represent their own ideas through music and dance Enjoy performing to an audience Improve work by revisiting and adapting	Exploring Greek Dancing Counting songs Jump Start Johnny Cosmic Kids Yoga Builds a repertoire of songs and dances Sing in a group or on own, increasingly matching the pitch and following the melody Enjoys joining in with dancing games Listening attentively, move to and talk about music, expressing feelings and responses. Try to move in time to music. Is able to tap out a simple repeated pattern. Children represent their own ideas through music and dance Enjoy performing to an audience Listen to a range of music from history and cultures around the world Improving work by revisiting and adapting	
RE (P&C)	Families Class Rules	Being a good friend	Christmas / Advent	Being a good friend	Easter / Mothering Sunday		
PE (PD)	REAL PE – Taught in Progression Order						
	Changing for PE and moving safely Using mark making tools Understanding the expectations and ways to be safe	Holding a pencil correctly Developing FMS Moving to music – Jump Start Johnny Moving to music – sword fighting (dancing) Understanding the expectations and ways to be safe	Forming recognisable letters Using pencils effectively Dancing to music from around the world Moving to music – Jump Start Johnny The dance of the dinosaurs Understanding the expectations and ways to be safe	Traditional playground games Parachute games Moving to music – Jump Start Johnny Understanding the expectations and ways to be safe	Traditional playground games Parachute games Understanding the expectations and ways to be safe	Football Cycling Marathon Running Athletics Cricket Greek dancing Understanding the expectations and ways to be safe Playing in a group – following rules	Sports day Understanding the expectations and ways to be safe
PSHE (PHSE)	COMMANDO JOES – TIME TO TALK						
	Romeo Resilience	Eddie Empathy	Sophie Self awareness	Positive Parveen	Elliot Excellence	Charlie Communication	Tanisha Teamwork
Computing (EAD)	Phonics Games on IWB Phonics Bug and introduction to E book To use a variety of software to complete a simple task To use ICT to complete tasks to support learning e.g phonics activities	Self Portraits / My family Phonics Games Maths Games To use directional language To use programmable toys to create a simple programme through exploration (beebots) To understand that information can be retrieved from the internet To use a variety of software to complete a simple task To use ICT to complete tasks to support learning e.g phonics activities	Rangoli Patterns Phonics Games Maths Games To explore devices such as torches and calculators to see how they work To use a variety of software to complete a simple task To use ICT to complete tasks to support learning e.g phonics activities	E books Beebots – maps Phonics Games Maths Games To use directional language To use programmable toys to create a simple programme through exploration (beebots) To know some ways to remain safe when using the internet and tablets	Inaturalist app – identification IPADS – photo recording Using microscope and webcams to observe bugs and hatching Phonics Games Maths Games To explore devices such as torches and calculators (microscopes) to see how they work To use a variety of software to complete a simple task To use ICT to complete tasks to support learning e.g phonics activities	IPADS – photo recording Phonics Games Maths Games To use a variety of software to complete a simple task To use ICT to complete tasks to support learning e.g phonics activities	

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