

| Term:   | Autumn 1<br>7 weeks   | Autumn 2<br>7 weeks  | Spring 1<br>5 weeks   | Spring 2<br>6 weeks   | Summer 1<br>6 weeks   | Summer 2<br>7 weeks   |  |
|---|---|--|---|---|---|---|--|
| Topic:  | All about me / Animals  | Festivals & Celebrations   | Traditional Tales   | People Who Help Us  | Julia Donaldson   | Minibeasts & Plants   |  |
| Key Question:   | Who am I?   | How do we celebrate?   | What is your favourite traditional tale?  | Who do you call for help?   | What Julia Donaldson books have you read?   | What might you find in your garden?   |  |
| <b>Key Texts</b><br>(NB: See Literature Spine for linked texts)<br><br><b>NB: Currently under review as the Reading Spine is developed.</b> | The Worrysaurus (R. Bright)<br>Various PSED stories<br>Peace at Last (Jill Murphy)<br>Owl Babies (Martin Waddell)<br>We're Going on a Bear Hunt (Michael Rosen)<br>Brown/Polar Bear (Eric Carle)<br>Whatever Next! (Jill Murphy)<br>Don't Wake Mr Bear (Jill Newton)<br><u>Non-fiction:</u> Ourselves / Bears<br><u>Poetry:</u> | The Owl who was Afraid of the Dark (Jill Tomlinson)<br>Sparks in the Sky (e-book)<br>Dipal's Diwali /Rama & Sita<br>Scarecrow's Wedding (Julia Donaldson)<br>Elmer's Birthday (David McKee)<br>Charlie Crow in the Snow (Paula Metcalf)<br>Dear Santa (Rod Campbell)<br><u>Non-fiction:</u> Festival / celebration library books<br><u>Poetry:</u> | Goldilocks + the Three Bears<br>Goldilocks and Just the One Bear (Leigh Hodgkinson)<br>Gingerbread Man<br>The Three Little Pigs<br>The Three Billy Goats Gruff<br>Little Red Riding Hood<br><br><u>Non-Fiction:</u> Books about linked animals <u>Poetry:</u> | Six Dinner Sid (Inga Moore)<br>The Great Pet Sale (Mick Inkpen)<br>Dear Zoo (Rod Campbell)<br>I'm Afraid your Teddy is in Trouble today (Jancee Dunn)<br>Zog and the Flying Doctors (Julia Donaldson)<br><br><u>Non-Fiction:</u> Books about people who help us<br><u>Book Week:</u> Eric Carle texts<br><u>Poetry:</u> | The Gruffalo / Gruffalo's Child<br>Zog<br>Room on the Broom<br>Monkey Puzzle<br>Stickman<br>The Snail and the Whale<br><br><u>Non-Fiction:</u> Jungle animals; maps of the world; The Ocean<br><u>Poetry:</u> | The Very Hungry Caterpillar (Eric Carle)<br>Jack and the Beanstalk<br>Oliver's Vegetables (A Bartlett)<br>Teeny Weeny Tadpole (S Cain)<br>The Bad-Tempered Ladybird (Eric Carle)<br>Supertato Stories (Sue Hendra)<br><br><u>Non-Fiction:</u> Various minibeast / plant books<br><u>Poetry:</u> |  |
| <b>Themes; Interests; Lines of enquiry</b>  | Ourselves ♦ Babies ♦ Family ♦ Autumn ♦ Bears ♦ Our Senses ♦ Space ♦ Nocturnal Animals   | Halloween ♦ Bonfire Night ♦ Christmas ♦ Diwali ♦ Birthdays ♦ Weddings ♦ Winter ♦ Remembrance Day   | In the woods ♦ Bonfire Night ♦ Buildings ♦ Baking ♦ Chinese New Year ♦ Animals ♦ Shrove Tuesday   | What do you want to be...? ♦ Emergency Services ♦ Pets ♦ Easter ♦ Spring ♦ World Book Day   | Favourite Authors ♦ Dragons ♦ Potions ♦ Jungle Animals ♦ Oceans ♦ St George's Day   | Creepy Crawlies ♦ Plants ♦ Life-cycles ♦ Holidays ♦ Food technology ♦ Summer ♦ Superheroes  |  |
| <b>Experiences</b>  | Autumn walk<br>Teddy Bears' picnic<br>Small group visits to the local area  | Celebrating Diwali / Christmas / Bonfire night<br>Christmas performance + church visit   | Exploring the woods / wildlife area   | Visits / Q+A with police, firefighters, nurses, vets.<br>Spring walk<br>Visit to Bingham Library  | School Trip: Sherwood Pines<br>Potion making  | Caterpillars in class<br>Minibeast / Summer walk<br>Growing seeds / Tasting new fruits / vegetables   |  |
| <b>Cultural Capital Enrichment</b>  | Art / Artist  | William Beard - Dancing Bears (1865)   | Claude Monet - winter scenes<br>Georgia O'Keefe - poppies   | Various animal prints<br>Laurel Burch (Late 1900s)  | Cats (Various)<br>Vincent Van Gogh  | Axel Schefflar (Illustrator).<br>Animal drawings./ Street Art - David Zinn  | Joseph Else (Sculpture of lions in Market Sq - 1929)<br>Andy Goldsworthy |
|   | Music Focus   | Nursery Rhymes /   | Christmas Carols -<br>Traditional Hindu music   | Songs from Disney /<br>Body percussion  | Singing / exploring instruments focus   | Musical soundscapes<br>linked to stories  | Composition - BBC Bring the Noise  |
|   | Oral Story  | Bear Hunt  |   | Goldilocks & the 3 Bears  | Dear Zoo  | The Gruffalo  | Very Hungry Caterpillar  |
|   | Film  |  | The Bear and the Hare (Literacy Shed)   |   |   | Various - Julia Donaldson animations  |  |
|   | Technology  | Digital images - taking photos   | Paint Program (2 Paint a Pic)   | Programming - Beebots   | Simple City - complete simple programs  | Keyboard skills - typing name   | Programming - Beebots  |
| <b>Assessments</b>  | Reception Baseline Assessments  | End of Aut assessments   |   | Spring assessments  |   | EYFS Profile judgements   |  |
| <b>Dates / Occasions</b>  | 19 <sup>th</sup> /20 <sup>th</sup> Sept - Talk Like a Pirate Day<br>w.b. 20 <sup>th</sup> Sept - Recycle Wk<br>Oct - Black History Month<br>Oct - Harvest<br>7 <sup>th</sup> Oct - RMI church celebration   | 3 <sup>rd</sup> -5 <sup>th</sup> Nov - Diwali<br>5 <sup>th</sup> Nov - Bonfire Night<br>10 <sup>th</sup> Nov - World Science Day<br>14 <sup>th</sup> Nov - Remembrance Sun...<br>30 <sup>th</sup> Nov - St Andrew's (Scot...)<br>Christmas celebrations  | 26 <sup>th</sup> Jan - Australia Day<br>1 <sup>st</sup> Feb - Chinese New Yr (Tiger)<br>8 <sup>th</sup> Feb - Safer Internet Day 4 <sup>th</sup> -<br>20 <sup>th</sup> Feb - Winter Olympics (Beijing)<br>6 <sup>th</sup> Feb - Platinum Jubilee              | 1 <sup>st</sup> Mar - St David's Day (Wales)<br>3 <sup>rd</sup> March - World Book Day<br>17 <sup>th</sup> Mar - St Patrick's Day (Ire)<br>19 <sup>th</sup> March - Anti-bullying day<br>27 <sup>th</sup> March - Mothers' Day<br>Easter Celebrations   | 23 <sup>rd</sup> April - St George's Day (England)<br>3 <sup>rd</sup> May - Eid al Fitr (end of Ramadan)<br>17 <sup>th</sup> May - International Dinosaur Day   | 19 <sup>th</sup> June - Fathers' Day  |  |

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|--|--|--|---|---|--|---|---|
| Topic:   | All about me/Animals   | Festivals & Celebrations   | Traditional Tales   | People Who Help Us  | Julia Donaldson  | Minibeasts & Plants   |   |
| <b>PRIME: Communication and Language</b>                           |  |  |   |   |  |   |   |
| Listening, Attention & Understanding<br><br>Speaking               | <b>Key Knowledge &amp; Skills (What?)</b>  | Understand how to listen carefully and why listening is important.<br>Engage in story times, showing interest in particular stories.<br>Develop social phrases, as part of our everyday routines.  | Ask questions to find out more and to check they understand what has been said to them.<br>Engage in story times, joining in with the repeating parts.<br>Explore non-fiction books found in the environment, e.g. farm book in small world, and those chosen for a particular purpose (e.g. Diwali). | Articulate their ideas and thoughts in well-formed sentences.<br>Offer explanations for why things might happen.<br>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>Talk in role as the different characters in their role play. | Describe events in some detail.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Connect one idea or action to another using a range of connectives. | Listen to and talk about stories to build familiarity and understanding.<br>Talk in role as the different characters in their role play, taking turns in conversation when acting out a narrative.  | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Use new vocabulary in different contexts.<br>Offer explanations for why things might happen and ask questions to clarify understanding. |
|  | <b>Overarching</b>   | The statements above have been split for extra focus but all will apply throughout the year, in addition to: ♦Learn new vocabulary. ♦Listen carefully to rhymes and songs, paying attention to how they sound. ♦Engage in story time. ♦Use new vocabulary through the day. ♦Use new vocabulary in different contexts. ♦Learn rhymes, poems, and songs. |   |   |  |   |   |
|  | <b>How?</b>  | Name games / MTTT 5-a-day / Story vote   | Intro Show + Tell (home link) Favourite book box  | Science based investigations  | Ask / answer questions to outside visitors (police, fire service etc).   | Rhyme   | Transition activities   |
|  | Ongoing  | Show & Tell (from Aut 2). ♦ Storytime: 5 a day ♦ Answer 'how' / 'why' questions about their experiences & in response to stories ♦ Vocabulary focus: word wall/Chatterbox  |   |   |  |   |   |
| <b>PRIME: Personal, Social &amp; Emotional</b>                     |  |  |   |   |  |   |   |
| Self-Regulation<br><br>Managing Self<br><br>Building Relationships | <b>Set Units</b>   | <u>Jigsaw</u> : Being Me in My World   | <u>Jigsaw</u> : Celebrating Difference  | <u>Jigsaw</u> : Goals and Dreams  | <u>Jigsaw</u> : Healthy Me   | <u>Jigsaw</u> : Relationships   | <u>Jigsaw</u> : Changing Me   |
|  | <b>Key Knowledge &amp; Skills (What?)</b>  | I understand how it feels to belong and that we are similar and different.<br>I understand why it is good to be kind and use gentle hands.<br>I am starting to understand children's rights and this means we should all be allowed to learn and play.<br>I am learning what responsible means.  |   | I understand the rights and responsibilities as a member of my class/within our learning charter.<br>I know my views are valued and can contribute to the learning charter (agreed set of rules / behaviours).<br>I can recognise the choices I make and begin to understand the consequences.                        |  | I can identify some of my hopes and fears this year.<br>I recognise when I feel worries and know who to ask for help.<br>I understand the rights and responsibilities for being a member of my class and am beginning to understand my responsibilities towards the environment.<br>I can listen to other people & contribute my own ideas. I recognise the choices I make and understand the consequences. |   |
|  |  | See themselves as a valuable individual.<br>Build constructive and respectful relationships.<br>Express their feelings & consider the feelings of others.<br>I can put my coat on /off and change my shoes for PE.   |   | Identify and moderate their own feelings socially and emotionally.<br>Manage their own needs.<br>Talk ways we can keep ourselves healthy, including eating a healthy diet and good oral hygiene.<br>I can do the zip up on my coat and get changed for PE with support  |  | Think about the perspectives of others.<br>Show resilience and perseverance in the face of challenge.<br>I can get changed for PE independently.  |   |
|  | <b>Overarching</b>   | The statements above have been split for extra focus, but all will apply throughout the year.  |   |   |  |   |   |
| <b>How?</b>  | Develop class rules / agreed behaviours Focus on toileting / handwashing routines  | Celebrating different cultures and traditions – topic focus<br>Firework safety<br>Show + Tell – special me!  | Right + wrong / consequences – scenarios from Traditional Tales   | Visits from healthcare workers – explore ways to keep healthy, including oral hygiene.  | Sun safety   | Taking care of living things / our environment<br>Pupil Voice: End of year  |   |
| Ongoing  | <b>Attitudes to Learning (whole school):</b> ♦ Willingness to Learn; ♦ Resilience; ♦ Self-motivation; ♦ Determination; Reflection.<br><b>Characteristics of Effective Teaching and Learning:</b> ♦ Playing and Exploring (Engagement) ♦ Active Learning (Motivation) ♦ Creating and Thinking Critically (Thinking) |  |   |   |  |   |   |

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| Topic:  | All about me/Animals  | Festivals & Celebrations  | Traditional Tales  | People Who Help Us   | Julia Donaldson  | Minibeasts & Plants  |  |
| <b>PRIME: Physical Development</b>                                    |   |   |  |  |  |  |  |
| <b>Gross Motor Skills</b><br><br><b>Fine Motor Skills</b>             | <b>Set Units</b>  | PE: Multi-skills  | PE: Dance  | PE: Gymnastics   | PE: Throwing + Catching  | PE: Athletics  | PE: Ball skills - football   |
|   | <b>Key Knowledge &amp; Skills (What?)</b>   | Develop the skills they need to manage the school day successfully: lining up/queuing, mealtimes, personal hygiene. Continue to develop the movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Begin to develop an effective pencil grip.   | Combine different movements with ease and fluency.<br><br>Develop control and accuracy when using a pencil, beginning to use a tripod grip   | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.<br><br>Use a tripod grip and use a pencil with good control. | Develop confidence, competence, precision & accuracy when engaging in activities involving a ball Draw pictures with more detail and accuracy.<br><br>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.  | Develop increasing control over objects, with developing aim and accuracy.<br><br>Move at different speeds, changing direction when needed.  | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.<br><br>Create observational drawings with increasing detail and accuracy.   |
|   | <b>On-going</b>   | ♦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. ♦Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. ♦Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ♦Progress towards a more fluent style of moving with a developing control and grace. ♦Develop overall body-strength, balance, co-ordination, and agility. ♦ Develop the foundations of a handwriting style which is fast, accurate and efficient. ♦ Develop a comfortable and efficient pencil / scissor grip. NB: See Expressive Arts + Design for progression in scissor skills |  |  |  |  |  |
|   | <b>How?</b>   | Cutlery at dinner time Mark-making/Creative area  |  |  |  |  |  |
| Ongoing   | Fine motor development, e.g. scissor / pencil control and linked activities such as threading ♦ Gross motor development, e.g. bikes, small equipment, dance and movement. |   |  |  |  |  |  |
| <b>SPECIFIC: Literacy</b>   |   |   |  |  |  |  |  |
| <b>Comprehension</b><br><br><b>Word Reading</b><br><br><b>Writing</b> | <b>Key Knowledge &amp; Skills (What?)</b>   | Read individual letters by saying the sounds for them. Orally blend sounds into words (CVC).<br><br>Begin to segment sounds in words orally and identify some correctly (e.g. initial sounds).<br><br>Form the letters in their name correctly.   | Learn some common digraphs (special friends). Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br><br>Begin to spell simple words by identifying the sounds they can hear and representing them correctly (with sound mat).<br><br>Begin to form letters in the alphabet correctly. | Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to RWI phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences.<br><br>Begin to write simple captions that can be read by others.                 | Read simple phrases / sentences made up of words with known letter-sound correspondences and a few exception words.<br><br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Develop strategies for reading multisyllabic words, e.g., chop the word up!<br><br>Write simple captions and sentences, with finger spaces. Reread what has been written to <b>check it makes sense.</b> | Form all lower-case and some capital letters correctly.<br><br>Write short sentences with words with known letter-sound correspondences using finger spaces and a full stop.<br><br>Develop strategies for spelling multisyllabic words, e.g., clapping out the syllables.<br><br>Apply their knowledge of phonics and reading behaviours to read more complex pieces, in line with their phonics ability. | Write short sentences with words with known letter/sound correspondences using finger spaces, a capital letter and full stop.<br><br>Form lower-case and capital letters correctly.<br><br>Apply their knowledge of phonics and writing strategies to write more complex pieces, in line with their phonics ability. |
|   | <b>Overarching</b>  | We will work towards the 'Comprehension' ELG throughout: ♦Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ♦ Anticipate - where appropriate - key events in stories; ♦ Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.  |  |  |  |  |  |
|   | <b>How? / Enrichment Opportunities</b>  | Signing a letter  | Firework poems<br>Invitations<br>Christmas wish list   | Speech bubbles<br>Letter from Goldilocks   | Questions to ask the vets etc.<br>When I am older...<br>Non-Fiction focus  | Read and write own potions (Link: Room on the Broom)   | Seed diaries/ life-cycles<br>Non-Fiction focus<br>If I was a superhero...  |
|   | Ongoing   | Daily RWI phonics + opportunities for handwriting skills ♦ Opportunities for application of reading/writing skills (see provision planners) ♦ Daily stories, with opportunities to ask & answer questions about what they have read ♦ Non-fiction texts linked to topics / interests (read by adult + on display for chn to access). ♦ Visits to the library ♦ Speedy Sight words/1-1 reading.  |  |  |  |  |  |

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| Topic:   | All about me/Animals  | Festivals & Celebrations   | Traditional Tales   | People Who Help Us  | Julia Donaldson   | Minibeasts & Plants  |  |
| <b>SPECIFIC: Mathematics</b>   |   |  |   |   |   |  |  |
| <b>Number</b><br><br><b>Numerical Patterns</b>   | <b>Key Focus</b><br><br>(See MTP/ Weekly Plans – planning/ resources from WRM, NCETM, Numberblocks & Numicon Firm Foundations)                          | Verbally count to at least 5 (forwards then back) Match, sort, compare amounts<br><br>Count accurately, order and compare quantities to 5 (identical and nonidentical)<br><br>Recognise, order and compare numerals to 5 and match them to quantities<br><br>Subitise quantities to 3. Find 1 more / less than numbers to 5. | Verbally count to at least 10 (forwards + backwards) Consolidate numbers to 5 (count 1-1, recognise and order amounts and numerals)<br><br>Subitise quantities to 5<br><br>1 more / less than numbers to 5<br><br>Add and take-away 1 from numbers to 5<br><br>Composition of numbers to 5. | Verbally count to 20 (& back from 10)<br><br>Number bonds to 5 Count accurately, order and compare quantities to 8 (identical and nonidentical), including subitising to at least 5<br><br>Recognise, order and compare numerals to 10 & match them to quantities 1 more / less than numbers to 8.<br><br>Addition: Combining two groups to find the whole<br><br>Doubling. | Verbally count to at least 20 (& back from 10)<br><br>Count accurately, order and compare quantities to 10<br><br>Recognise, order and compare numerals to 10 and match them to quantities<br><br>Composition of numbers to 10.<br><br>Adding and subtracting numbers to 10.<br><br>Number bonds to 5 and then 10.  | Verbally count to beyond 20 (and back from 20)<br><br>Counting in 10s and 2s<br><br>Adding and subtracting (inc counting on)<br><br>Number bonds to 10, including doubling.<br><br>Halving and sharing<br><br>Odd and even<br><br>Teen numbers (10 and a bit). | Verbally count to 100 (and back from 20)<br><br>Odds and evens<br><br>Counting in 10s, 5s and 2s<br><br>Teen numbers / To 20 and beyond...<br><br>Adding and subtracting (inc counting back, where appropriate)<br><br>Number bonds to 10, including doubling.   |
|  | Ongoing   | Shape, space & measures taught alongside number + through continuous provision (see MTP) ♦ Daily opportunities to practise/apply Maths skills, e.g. counting numbers here.   |   |   |   |  |  |
| <b>SPECIFIC: Understanding the World</b>   |   |  |   |   |   |  |  |
| <b>Past and Present</b><br><br><b>People, Cultures &amp; Communities</b><br><br><b>The Natural World</b> | <b>Set Units</b>  | <u>Discovery RE: Special People - What makes people special?</u>   | <u>Discovery RE: Christmas / journeys - What is Christmas?</u>  | <u>Discovery RE: Celebrations How do people celebrate?</u>  | <u>Discovery RE: Easter - What is Easter?</u>   | <u>Discovery RE: Story Time - What can we learn from stories?</u>  | <u>Discovery RE: Special Places - What makes places special?</u>   |
|  | <b>Key Knowledge &amp; Skills (What?)</b>   | Talk about members of their immediate family. Name and describe people who are familiar to them.<br><br>Talk about past and present events in their lives and how they have changed over time.<br><br>To name the main body parts, e.g. head, legs, arms, knees etc.   | Recognise that people have different beliefs and celebrate special times in different ways.<br><br>Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast stories including figures from the past (e.g. Guy Fawkes).    | Recognise some environments that are different to the one in which they live.<br><br>Understand the past through settings, characters & events encountered in books – what is the same / different to now?<br><br>Begin to create and follow simple maps.   | Understand that some places are special to members of their community.<br><br>Draw information from a simple map.<br><br>Talk about members of their community [and their roles].<br><br>Begin to understand where they live (Bingham/ Nottingham) in relation to UK (and Europe/ World if appropriate). Reinforce Sum 2<br><br>Know and talk about some differences between things in the past and now, e.g. transport | Compare and contrast characters [and features] from stories, including figures from the past (e.g. Zog – knights / castles).<br><br>To name and match some animals to their young and talk about how they have changed.  | Explore the natural world around them.<br><br>Know and talk about the life-cycles of a butterfly / frog and put them in the correct order.<br><br>Understand the difference between living and non-living things.<br><br>To find out about some of the ways that Bingham / Nottingham has changed over the years (now and then). |
|  | <b>Throughout:</b>  | ♦ Explore the natural world around them. ♦ Understand the effect of changing seasons on the natural world around them. ♦ Describe what they see, hear, and feel whilst outside.  |   |   |   |  |  |
|  | <b>How? / Enrichment Opportunities</b>  | Seasonal changes: Autumn Our senses (focus sight/sound/touch). Guess the baby / timeline of their lives so far.  | Seasonal changes: Winter Investigation: Ice Exploration Diwali/Christmas celebrations Bonfire night – Guy Fawkes Remembrance Day  | Senses (touch/smell/taste) Investigate: Can the GBM swim? Can you build a bridge for the 3 Billy Goats? Chinese New Year  | Seasonal changes: Spring Visits to/ from people with different occupations, e.g. firefighters, vets, library. Linked role-play activities.  | Visits from police / fireservice   | Trip to Sherwood Pines. Caterpillars in the classroom... Seasonal changes: Summer  |
| Ongoing  | ♦ Festivals/celebrations throughout the year. ♦ Seasons / Weather Watch. ♦ Everyday technology / IT for a purpose. ♦ Amazing Animals + Linked map work. |  |   |   |   |  |  |

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| <b>SPECIFIC: Expressive Arts &amp; Design</b>                                   |   |  |   |  |   |   |   |
| <b>Creating with Materials</b><br><br><b>Being Imaginative &amp; Expressive</b> | <b>Key Knowledge &amp; Skills (What?)</b> | Recap on well-known nursery rhymes and learn some new ones.<br>Experiment with playing instruments and moving in time to music.<br>Draw and create pictures, experimenting with a different mark-making implements and prepared colours, e.g. chalks, pencils, block paints + brushes.<br>Begin to develop a comfortable and effective scissor grip.<br>I know and can name basic colours. | Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Perform in front of an audience.<br>Listen to and compare different types of music from Britain and around the world.<br>Begin to experiment with mixing colours. To use scissors to cut along straight lines.<br>Move in time to music (link to PE sessions) | Act out and adapt well known stories, taking on and speaking in the role of different characters.<br>Describe and compare the texture of different things.<br>Use colour for a purpose and understand how new colours can be made.<br>Teach children how to use a split-pin to join materials together.<br>To cut around basic shapes with some accuracy and using an effective scissor grip.<br>I know and can name a wider range of colours. | Create collaboratively sharing ideas, resources, and skills.<br>Draw from observation, with some detail to shape and colour.<br>Experiment with different joining techniques, and compare their use, depending on the desired outcome, e.g. glue, adhesive tape, split-pins. Experiment with food printing. | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Choose and organise sounds for a purpose, creating a musical soundscape.<br>Develop storylines in their pretend play, using props linked to key texts.<br>Use scissors effectively to cut around a range of basic, and begin to cut around some more complex shapes.<br>I know that colours can have different shades, e.g. light blue / dark blue. | Watch and talk about dance and performance art, expressing their feelings and responses.<br>Choose and organise sounds for a purpose, using a range of musical instruments and focusing on the pulse of a song.<br>To draw from observation, looking at objects from different angles.<br>Purposefully mould materials for a desired outcome and use tools to add more detail.<br>To use our senses to explore a range of familiar and new fruits, focusing on tasting. |
|   | <b>Overarching</b>                        | ♦Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ♦Explore and engage in music making and dance, performing solo or in groups. ♦Develop storylines in their play.   |   |  |   |   |   |
|   | <b>How? / Enrichment Opportunities</b>    | Self-portraits   | Firework scenes-Paint Program / chalk<br>Printing – wrapping paper<br>Christmas performance<br>Diwa lamps – clay<br>Poppy Paintings<br>Artists: Georgia O’Keeffe / Claude Monet (paintings)   | Rainbow paintings / Retelling / acting out familiar stories<br>Moveable caterpillar<br>Artist: Laurel Burch (painting / prints)  | Vets role play<br>Box model pets<br>Food printing<br>Artist: Vincent Van Gogh (various cats paintings)  | Make own stickmen<br>Role play – creating own potions (Room on the Broom)<br>Chalk drawings outside (Street Art)<br>Artists: Axel Sheffler (illustrator) / David Zinn (Street artist)   | Food tasting<br>Mini-beast musical walk<br>Clay mini-beasts sculptures<br>Year 2 play<br>BBC – Make Some Noise<br>Artists: Andy Goldworthy / Joseph Else  |
|   | Ongoing                                   | Daily singing and access to musical instruments. ♦Weekly ‘sing/play along’ singing / music sessions ♦ Continuous provision – arts and crafts area / painting easels / role play areas / Music area   |   |  |   |   |   |

|   |   |   |  |
|---|---|---|--|
| <b>Characteristics of Effective Teaching &amp; Learning</b> | <b>Playing and Exploring - engagement</b> | <b>Active Learning - motivation</b>         | <b>Creating &amp; Thinking Critically - thinking</b> |
|   | Finding out and exploring.                | Being involved and concentrating.           | Having their own ideas                               |
|   | Playing with what they know.              | Keeping on trying.                          | Making links   |
|   | Being willing to ‘have a go’.             | Enjoying achieving what they set out to do. | Choosing ways to do things.                          |

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| <b>Ideas for mini topics (Chn's interests)</b> |
| Dinosaurs ♦ Pirates ♦ Space ♦ Robots ♦         |

Planning / Provision remains responsive and will be adapted in response to AfL and children’s interests. Additional mini-topics to be included based on known interests and topical events.