


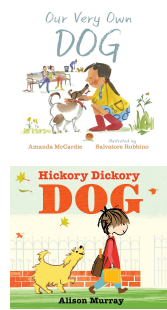




Wark C of E Primary School Nursery & Reception Long Term Plan 2022-2023

Key Code: Nursery Reception

Autumn Term		Spring Term		Summer Term	
Autumn 1 Homes and Me	Autumn 2 Favourite Stories & Traditional Tales	Spring 1 Journeys	Spring 2 Pets	Summer 1 Minibeasts	Summer 2 Amazing Africa
Quality Texts					
<p>Quality Texts: <i>Owl Babies</i> <i>On Sudden Hill</i></p> 	<p>Quality Texts: <i>The Three Little Pigs, The Three Billy Goats Gruff, Little Red Riding Hood</i> <i>The Jolly Christmas Postman</i></p> 	<p>Quality Texts: <i>The Everywhere Bear</i> <i>We're going on a bear hunt</i></p> 	<p>Quality Texts: <i>Our Very Own Dog</i> <i>Hickory Dickory Dog</i></p> 	<p>Quality Texts: <i>What the Ladybird Heard</i> <i>Errol's Garden</i></p> 	<p>Quality Texts: <i>Splash! Anna Hibiscus</i> <i>Handa's Surprise</i></p> 
Visits and Visitors					
<p>Harvest Festival Let's Get Cooking Messy Church</p>	<p>EYFS Nativity Simonburn Advent Trail Hey Diddle Diddle & Hancock Museum Holly & Ivy Roadshow</p>	<p>Messy Church Visit from Vince (Police Officer) Visit to Bellingham Fire Station Nursery Stay & Play Wark Toddler Group at school</p>	<p>Farm Visit</p>	<p>Zoolab EYFS Stay & Play</p>	<p>Sports Day Transition Day Beach visit</p>
Key Vocabulary					
<p>Family, mum, dad, brother, sister, aunty, uncle, cousin, grandma, grandad.</p> <p>Autumn, cooler, change, leaves, seasons, hibernation, harvest, celebrations.</p>	<p>Once upon a time, fairy tale, sticks, straw, bricks, plastic, glass, waterproof, rough, smooth, hard, soft, bridge, troll, wolf</p> <p>Winter, colder, snow, ice, freeze, melt, frost, frozen,</p>	<p>Community, people, services, uniform, a dentist, a firefighter, a doctor, a police officer, a postal worker, a nurse, a teacher.</p> <p>Place, travel, live, country, town, city, village, land, river, grass, maps, key, over, under, left, right, forwards, backwards</p>	<p>Lifecycle, hatch, egg, sack, duckling, herbivore, omnivore, carnivore, human, animal, fish, birds, vets, food, water, exercise, healthy</p> <p>Spring, daffodils, blossom, growth, shoot, bud, blossom, warmer.</p>	<p>Lifecycle, frogspawn, tadpoles, froglet, frog. Egg, caterpillar, cocoon, butterfly.</p> <p>Grow, seed, plant, stem, leaves, shoots, roots, soil, nutrients, predict, fair test</p>	<p>Africa, Kenya, England, UK, continents, countries, globe, atlas, deserts, mountains, rainforests, cities, savannas, villages, climates,</p> <p>Seaside, passport, suitcase, abroad, summer, holidays, hot, beach, sea, shade.</p>

Prime Areas

Communication & Language

Listening, Attention and Understanding and Speaking

<p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions</p> <p>Answering questions (what, who, where, when)</p> <p>Develop listening skills during story times - focusing on the story and speaker</p>	<p>Use short sentences to explain</p> <p>Listen to stories and songs with interest and engagement</p> <p>Using a wide range of words appropriately and in context</p>	<p>Joining in with familiar stories and rhymes</p> <p>Using different vocabulary including scientific and linked to stories</p> <p>Starting to show understanding of 'why' questions</p>	<p>Respond appropriately when questioned</p> <p>Pose my own simple questions to find out more</p> <p>Develop vocabulary</p> <p>Join in an recall stories with repetition</p>	<p>Take turns to speak in a conversation</p> <p>Explore the use of conjunctions to connect ideas</p> <p>Use language to explain, retell and describe</p>	<p>Respond to a range of question types - particularly link to 'why' questions</p> <p>Express a point of view</p> <p>Develop a wide ranging vocabulary - scientific and descriptive</p>
<p>Following instructions</p> <p>Turn taking</p> <p>Share ideas and thoughts with adults and peers - using talk</p> <p>Understand how to listen carefully and why listening is important during story times</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Develop social phrases.</p>	<p>Engage in story times</p> <p>Join in with songs and rhymes</p> <p>Listen to and talk about stories and rhymes</p> <p>Ask questions to find out more and to check they understand what has been said to them</p>	<p>Give opinion and share ideas with confidence in different situations</p> <p>Explain what has happened</p> <p>Engage in non-fiction books.</p> <p>Use full sentences to articulate ideas and thoughts</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Respond and question</p> <p>Use full sentences to describe events and retell stories</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p>Discussion with others</p> <p>Predict what might happen next</p> <p>Asking and answering questions</p> <p>Listen attentively and respond to what they hear with relevant question</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell stories.</p> <p>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use a full vocabulary including technical language</p> <p>Use conjunctions in sentences</p> <p>Express ideas and feelings, using full sentences, including past, present and future forms.</p> <p>Make comments about what they have heard and ask questions to clarify understanding</p> <p>Engage in back and forth interaction with teachers and peers.</p>

Physical Development

Gross and Fine Motor Skills

<p><i>Real PE</i></p> <p><i>Coordination: Footwork</i></p> <p><i>Static Balance: One Leg</i></p>	<p><i>Real PE</i></p> <p><i>Dynamic Balance to Agility: Jumping and Landing</i></p> <p><i>Static Balance: Seated</i></p> <p><i>Dance with Pippa</i></p>	<p><i>Real PE</i></p> <p><i>Dynamic Balance: On a Line</i></p> <p><i>Static Balance: Stance</i></p> <p style="color: blue;"><i>Swimming Lessons</i></p>	<p><i>Real PE</i></p> <p><i>Coordination: Ball Skills</i></p> <p><i>Counter Balance: With a Partner</i></p> <p style="color: blue;"><i>Swimming Lessons</i></p>	<p><i>Real PE</i></p> <p><i>Coordination: Sending and Receiving</i></p> <p><i>Agility: Reaction/Response</i></p>	<p><i>Real PE</i></p> <p><i>Agility: Ball Chasing</i></p> <p><i>Static Balance: Floor Work</i></p>
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<p>Revise and use fundamental movement skills e.g. run, jump hop</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Develop dominant hand for pencil control</p>	<p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.</p>	<p>Demonstrate different ways of moving</p> <p>Use of large scale movements and balancing</p> <p>Using one handed tools and equipment</p>	<p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p>
<p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Revise and use fundamental movement skills</p>	<p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Negotiate space and obstacles safely</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate different ways of moving</p>	<p>Use a range of small tools effectively- drawing with accuracy</p>

Personal, Social and Emotional Development
Self Regulation, Managing Self and Building Relationships

<p>Increasingly follow rules independently</p> <p>Develop their sense of community and responsibility</p> <p>Begin to show more confidence in new situations</p> <p>Talk about feelings</p> <p>Begin to understand how others might be feeling</p> <p>Play with other children</p> <p>Talk with others to solve conflicts</p> <p>Begin to manage own personal needs and hygiene e.g. put on coat, zip it up, toileting unaided, washing hands</p>	<p>Select and use resources to achieve a short term goal increasingly showing resilience and perseverance</p> <p>Begin to understand how others might be feeling using words like; happy, sad, angry or worried</p> <p>Use meditation to calm and relax</p> <p>Play together and find own solutions to conflicts</p> <p>Build confidence in social situations</p> <p>Make healthy food and drink choices</p> <p>Make good choices in terms of activity and toothbrushing</p>	<p>Begin to understand how others might be feeling.</p> <p>Talk about their own feelings</p> <p>Increasingly follow rules independently</p> <p>Begin to follow instructions involving 1-2 ideas or actions</p> <p>Make good choices in terms of activity and toothbrushing</p>
<p>See themselves as a valuable individual</p> <p>Develop their sense of responsibility & membership of a community.</p> <p>Show more confidence in new situations.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Give focused attention to what the teacher says.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Use meditation to calm and relax.</p> <p>Be confident to try new activities and show independence.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Think about the perspectives of others.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals.</p> <p>Being able to wait for what they want and control immediate impulses when appropriate.</p> <p>Show an ability to follow instructions involving 3-4 ideas or actions.</p>

<p>Explain the reason for rules - know right from wrong and try to behave accordingly. Develop skills needed to manage the school day e.g. toileting, washing hands etc</p>		<p>Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety</p>		<p>Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety</p>	
<p><i>Me and My Relationships</i></p> <p><i>All about me. What makes me special. Me and my special people. Who can help me? (self-regulation)</i></p> <p><i>Me and my feelings: Different feelings, how to feel with 'not so good feelings', know some self-care techniques.</i></p>	<p><i>Valuing Difference</i></p> <p><i>I'm special you're special Same and different families & homes</i></p> <p><i>I am kind and caring</i></p> <p><i>I know what it means to be respectful</i></p> <p><i>Independence: putting own socks and shoes on</i></p>	<p><i>Keeping myself safe</i></p> <p><i>What's safe to go in my body?</i></p> <p><i>Safe indoors and outdoors.</i></p> <p><i>Listening to my feelings</i></p> <p><i>Keeping safe online</i></p> <p><i>People who help to keep me safe</i></p>	<p><i>Healthy lifestyles</i></p> <p><i>Fitness / mental health / diet</i></p> <p><i>Oral hygiene: teeth cleaning linked to the dental nurse.</i></p> <p><i>Hand Washing</i></p>	<p><i>Being my best</i></p> <p><i>Bouncing back when things go wrong: resilience</i></p> <p><i>Healthy eating</i> <i>Move your body</i> <i>A good night sleep</i></p> <p><i>Importance of exercise</i></p> <p><i>Being kind to living creatures</i></p> <p><i>Taking care of animals</i></p>	<p><i>Growing and changing (RSE)</i></p> <p><i>Growing and changing</i></p> <p><i>Human life stage, who will I be?</i></p> <p><i>RSE Scheme of 3 Lessons</i></p>
Specific Areas					
Literacy					
Word Reading - including Phonics (Read Write Inc)					
<p>Introduce all aspects of phase 1 environmental sounds (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting)</p>	<p>Recap and extend all aspects of phase 1 (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting)</p>	<p>Children hear the same initial sound for words and names of objects. Blend CVC words using oral blending and objects Children to distinguish different sounds</p>	<p>Begin to recognise graphemes (m a s d t p) Identify the initial sound in a word when given a choice. Hear and say the initial sound in words Orally blend CVC words</p>	<p>Begin to recognise graphemes (i n p g o) Identify the initial sound in a word when given a choice Hear and say the initial sound in words Orally blend CVC words To count and clap syllables in their name - To recognise rhyming words (not written-listening)</p>	<p>Begin to recognise graphemes (c k u b f e) Identify the initial sound in a word when given a choice Hear and say the initial sound in words Orally blend CVC words</p>
<p>Revisit Phase 1 Letters and Sounds</p>	<p>Read Write Inc Set 1</p>	<p>Read Write Inc Set 1/2</p>	<p>Read Write Inc Set 2</p>	<p>Read Write Inc Set 2</p>	<p>Read Write Inc Set 2</p>

<p>Read Write Inc Set 1</p> <p>Orally segment and blend words</p> <p>Identify initial sounds of words</p> <p>Recognise words that rhyme e.g. sat and cat</p> <p>Develop phonological awareness so they can: spot rhymes, count or clap syllables.</p>	<p>Identify middle sounds in words</p> <p>Identify end sounds in words</p> <p>Begin to segment words into their single sounds e.g. ca-t for writing</p> <p>Blend sounds together to create words for reading</p>	<p>Begin to identify when two letters make one sound (digraph)</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read red words matched to phonics programme (your, said, you, be, are)</p>	<p>Begin to read simple captions using their phonics knowledge</p> <p>Re-read familiar books to build up confidence in word reading, fluency and their understanding and enjoyment</p> <p>Read red words matched to phonics programme (to, me, go, baby, I've, all)</p>	<p>Read simple sentences using known phonic knowledge</p> <p>Use their finger to point at words when reading</p> <p>Read red words matched to phonics programme, (we, want, her, call, she, I'm)</p>	<p>Check, confirm and modify own reading</p> <p>Develop fluency and confidence when reading</p> <p>Read sentences containing red words.</p>
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Comprehension

<p>Join in with familiar stories, rhymes and songs</p> <p>Answer simple questions about a story which has just been read</p> <p>Know that stories have a title.</p>	<p>Answer simple questions about a story which has just been read</p> <p>Know their favourite story and the reason why</p> <p>Develop their play linked to stories and retelling</p> <p>Name a part of a book e.g. front cover and back cover</p>	<p>Begin to sequence and retell stories linked to pictures they can see</p> <p>Develop more print knowledge e.g. text is read from left to right</p>	<p>Begin to sequence and retell stories</p> <p>Use story language in their play</p> <p>Open the front cover in a book and turn pages carefully</p>	<p>Acquire and use new vocabulary</p> <p>Talk about what happens at the beginning, middle and end of a story</p> <p>Recognise my own name</p>	<p>Recall and make links between what they have read to them and their own first hand experiences</p> <p>Retell familiar stories</p>
<p>Listen to stories, songs and rhymes with increasing attention and recall</p> <p>Begin to relate what happens in stories to what has happened in my own experience</p>	<p>Use new vocabulary when discussing stories, non-fiction, rhymes and poems during role play</p> <p>Retell stories / narratives using your own vocabulary and drawing upon some key phrases from quality text.</p> <p>Use the structure of well-known stories to invent new narratives</p>	<p>Describe events in familiar stories and predict events</p> <p>Anticipate key events in a story</p> <p>Locate the title and blurb in a story</p>	<p>Learn new words and ask about their meaning.</p> <p>Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts</p>	<p>I know that a full stop completes one whole sentence</p> <p>I know that a capital letter begins a new sentence.</p> <p>Use and understand new vocabulary</p>	<p>Retell familiar stories using story language</p> <p>Infer the meaning of new vocabulary using the surrounding text to support</p>

Writing

<p>Develop their mark making and begin to identify their marks e.g. patterns and shapes</p>	<p>Begin to form the first letter in their name and others as appropriate</p> <p>Develop some print knowledge e.g. print has meaning; it is made up of</p>	<p>To begin to show some emergent mark making including some letters</p> <p>Develop use of fine motor skills</p>	<p>To be able to write some letters from their name</p> <p>Fine motor skills linked to mark making</p>	<p>To produce emergent writing using initial sounds</p> <p>Acquiring and using new vocabulary</p>	<p>To write their own name forming some letters correctly</p> <p>Sequence and retell event and stories</p>
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Begin to show interest in letters - particularly in their own name	letters and words, we read English text from left to right and from top to bottom.		Using story vocabulary in play		
<p>Practise writing their name with good pencil control (may still be developed)</p> <p>Identify and write some initial sounds</p> <p>Notice some print eg a familiar logo or letters from their name.</p> <p>Enjoy drawing freely.</p> <p>Make marks which they give meaning to.</p>	<p>Write simple CVC words / labels</p> <p>Read and begin to write red words matched to phonics programme - put, I, the, no, of, my, he and for</p> <p>Write some or all of their name.</p>	<p>To begin to write CVCC words</p> <p>To write red words matched to phonics programme (your, said, you, be, are)</p>	<p>To begin to write red words to, me, go, baby, I've and all</p> <p>To begin to write simple captions using finger spaces and their learnt phonics knowledge</p>	<p>Form lower-case and capital letters correctly</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write simple sentences using phonics knowledge</p> <p>To use finger spaces between words.</p> <p>To write red words matched to phonics programme, (we, want, her, call, she, I'm)</p>	<p>To write all previously taught red words</p> <p>To show awareness of basic punctuation capital letter and full stops when writing sentences</p> <p>To write short sentences with known letter-sound correspondences</p> <p>Re-read what they have written to check it makes sense</p> <p>Explore different genres eg writing a recipe, a list, a postcard.</p>

Mathematics
White Rose Maths

<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity - full, empty, half full</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>Patterns</p> <p>Create and extend ABAB patterns using everyday objects e.g. pine cones, leaves</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p> <p>Begin to find one more/ one less</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>Begin to use mathematical vocabulary more/fewer heavy/light tall/short</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>
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<p>Key times of day Class routines.</p> <p>Positional Language Match, sort and compare amounts.</p> <p>Counting, representing, comparing, composition of numbers 1, 2, 3, 4, 5 Explore and make patterns</p>	<p>Counting, representing, comparing, composition of numbers 4, 5, 6, 7, 8</p> <p>Money Time Subitising Early doubling Shape & Spatial reasoning</p>	<p>Counting, representing, comparing, composition of numbers 5, 6, 7, 8, 9</p> <p>Money Time Shape Early doubling Subitising Compare size, mass, capacity & length</p>	<p>Counting, representing, comparing, composition of numbers 7, 8, 9, 10</p> <p>Halving & Doubling Sharing Subitising Spatial reasoning</p>	<p>Counting, representing, comparing, composition of numbers 10, 11, 12, 13, 14, 15</p> <p>Doubling Halving Sharing Subitising Spatial reasoning Money, Time, Shape Further develop repeating patterns.</p>	<p>Automatically recall number bonds for numbers 0-10.</p> <p>Counting, representing, comparing, composition of numbers 16, 17, 18, 19, 20 (and beyond if appropriate)</p> <p>Subitising Doubling, sharing, grouping, halving. Even and odd. Money, time, shape Spatial reasoning</p>
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Understanding the World


<p>Begin to make sense of their own life story - sort pictures and objects matching them to babies, childrens and adults</p> <p>Show interest in different occupations</p> <p>Talk about what they see using a wide vocabulary</p> <p>Notice changes in the weather and seasons.</p>	<p>Look at maps linked to fairy tale places- link to stories such as Little Red Riding Hood & The Three Little Pigs</p> <p>Become aware of different environments</p>	<p>Explore how things work</p> <p>Talk about what they see using a wide vocabulary</p> <p>Show interest in different occupations.</p> <p>Explore and talk about different forces they can feel.</p> <p>Draw/create simple maps</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Use all their senses in hands on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and living things</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and a animal</p> <p>Use all their senses in hands on exploration of natural materials</p> <p>Name common minibeasts e.g. butterfly, worm, ladybird</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about photos or their experiences.</p> <p>Begin to talk about the differences between the UK and countries in Africa.</p>
<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Understand the effect of changing seasons on the natural world e.g. weather</p> <p>Recognise some similarities and differences between houses in the UK and houses in other countries.</p> <p>Look at maps linked to fairy tale places - link to stories such as Little Red Riding Hood</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Show interest in different occupations.</p> <p>Know some similarities and differences between the world around them and contrasting environments</p>	<p>Understand the effect of changing seasons on the natural world e.g. animals</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understand the effect of changing seasons on the natural world around them e.g. plants</p> <p>Make observations of plants and animals and explore the natural world around them and make observations and draw pictures</p>	<p>Africa- animals and their habitats linked to climate and landscape</p> <p>Know some similarities and differences between the world around them and contrasting environments by describing them</p> <p>Seasides - now and then</p>

	<p>& The Three Little Pigs</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>e.g. Christmas around the world and other religious festivals.</p>	<p>Describe other environments</p> <p>Changing states of matter- melting and freezing</p> <p>Explorers- develop understanding of characters from the past</p> <p>Draw information from a simple map</p>		<p>Describe the local environment and wildlife e.g. what they can see, hear</p> <p>Contrasting environments</p> <p>Understand some of the processes in the natural world- life cycles</p> <p>Classify minibeasts by their features</p>	<p>Look at life in the past e.g. grandparents holidays- photos, books, etc.</p> <p>Changing states of matter- melting and boiling</p> <p>Recognise some environments are different to the one in which they live</p>
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<p><i>God/ Creation: Why is God so important to Christians?</i></p> <p>Harvest/Harvest Festival The Creation Story</p>	<p><i>Incarnation – Why do Christians Perform Nativity Plays at Christmas? What makes every single person unique and precious?</i></p> <p>Jesus Christmas/nativity story Hinduism - Diwali</p>	<p><i>Which stories are special and why?</i></p> <p>Calming of the Storm David and Goliath</p>	<p><i>Salvation (Digging Deeper): Why do Christians put a cross in an Easter garden? & How can we help others when they need it?</i></p> <p>Easter Lent</p>	<p><i>Islam: Who are Muslims and how do they live?</i></p> <p>Eid al-Fitr</p>	<p><i>God/Creation: How can we care for our wonderful world?</i></p>
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Expressive Arts and Design

<p>Music Express - Beat Songs: <i>Make a Face</i> <i>Friends</i></p> <p>Art & Design based skills</p> <p>Colour identification Colour mixing</p> <p>Take One Picture Week Artist Focus: L.S Lowry</p> 	<p>Music Express - Rhythm Songs: <i>Huff Puff</i> <i>One Little Pig</i></p> <p>Art & Design based skills</p> <p>Drawing with accuracy Selecting tools for a purpose</p>	<p>Music Express - Pitch Songs: <i>Going to town on a bus</i> <i>Brown Bear's Snoring</i></p> <p>Art & Design based skills</p> <p>Primary colours Colour mixing with intent</p>	<p>Music Express - Beat Songs: <i>Nosy Dog</i> <i>Hickory Dickory Mouse</i></p> <p>Art & Design based skills</p> <p>Joining materials together</p> <p>Artist Focus: Salvatore Rubbino.</p>	<p>Music Express - Rhythm Songs: <i>Bug Chant</i> <i>Caterpillar</i></p> <p>Art & Design based skills</p> <p>Exploring the use of textures</p> <p>Take One Picture Week Artist Focus: *TO BE CHOSEN*</p>	<p>Music Express - Pitch Songs: <i>Sansa Kroma</i> <i>Simama Kaa</i></p> <p>Art & Design based skills</p> <p>Consolidation of skills and depth</p>
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<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p>	<p>Make use of props and materials in the role play area to re-create well-known stories</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Perform songs and stories</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p>	<p>Perform poems, songs and stories</p> <p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p>
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