

Yew Tree Primary Academy

Reception Curriculum 2021

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception 2021-2022** | | AUTUMN | | SPRING | | SUMMER | | | | |
| Dependent on transition and baseline information some overlearning of prior age bands might occur. | | Autumn 1 – We’re all wonders  Autumn 2 – We’re all adventurous | | Spring 1 – We’re all talented  Spring 2 – Things are growing | | | Summer 1 – Amazing animals  Summer 2 – Explorers on the move | | | |
| Communication & Language | Focus Teaching | ● Understand how to listen carefully and why listening is important  ● Engage in in story times  ● Describe events in some detail.  ● Articulate their ideas and thoughts in well-formed sentences.  I can talk about family – who is in my family and why they are special.  I can talk about why I am special and ‘wonderful’. I understand how everyone is unique.  I will answer questions about our family and people who are important to me.  I will discuss mine and other people’s feelings  I will use sentences to talk about people who are important to me.  Listen to stories all about me, including We’re all wonders | ● Learn new vocabulary  ● Listen and talk about stories  I will develop vocabulary through ‘Word Aware’  I will develop back and forth talk about stories I have read  I will use language when retelling stories and through roleplay | ● Use talk to organise thinking and activities  ● Listen to and talk about stories to build familiarity and understanding.  ● Ask and answer questions  I will listen to and respond to stories and other people’s ideas.  I know what I am good at and why and things we would like to be better at.  I know that people’s experiences differ to my own.  I can develop own orally composed stories about myself using story props, successfully sequencing my talk.  I can ask questions about other people/objects. | ●Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  I will correctly use tenses during discussions  I will use language such as ‘change’ and ‘grow’  I will discuss things that I have observed such as plants growing  I will answer how and why questions based on plants and vegetables growing.  I can make comments and anticipate events based on growth, linking to literacy stories | | | ●Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  I can ask questions about other communities, animals and habitats  I can talk about animals from different countries  I can ask questions about the past  I can use the past tense when talking about dinosaurs  I understand what an explorer is  I can answer questions about my own experiences and places I have visited  I can talk about my experiences of travel e.g. trips I have been on e.g Knowsley Safari Park, holidays and transport I have used  I can listen to other people’s experiences of travelling  I can make comparisons using the words ‘then’ and ‘now’  I can talk about moves I have made or might make e.g. moving house, moving nurseries/schools, moving year groups | | |
| Provision opportunities | \*Use new vocabulary through the day.  \*Understand how to listen carefully and why listening is so important.  \*Learn new vocabulary.  \*Engage in story times.  \*Ask questions to find out more and to check they understand what has been said to them.  \*Describe events in some detail.  \*Use talk to help work out problems and organise thinking and activities  \*Explain how things work and why they might happen.  \*Develop social phrases.  \*Listen to and talk about stories to build familiarity and understanding.  \*Articulate their ideas and thoughts in well-formed sentences.  ***All of these strands will have to be taught explicitly, then modelled in provision. An enabling environment will allow for this to become embed more independently over time.***  \*Listen attentively and respond to what they hear with relevant questions, comments and actions when bring read to and during whole class discussions and small group interactions.  \*Make comments about what they have heard and ask questions to clarify their understanding.  \*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  \*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.   * Story mascot * Story bags/resources e.g. puppets of characters for re telling the story, story stones, prompt cards, different settings to stimulate discussion * Dress up role play to match story * Discussion table/ bags/curiosity cube * Turn taking activities (Simon says etc.) * Word of the day challenge activities * Pobble 365 to promote oracy and writing * EYFS Picture News to promote oracy and writing * Writing about what they have done at the weekend / holidays/ Christmas etc. * Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware   Possible roleplay areas which link to topics and support language development:  Autumn Term   * home corner/domestic roleplay, bus station/train station, forest, pirate ship (outside), post office   Spring Term   * Art gallery, café, garden centre/greengrocers, costume shop   Summer Term   * Space station, Travel agents, Museum | | | | | | | | |
| PSED | Focus Teaching | • Increasingly follow rules, understanding why they are important  • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  3D PSHE Scheme – ‘Making Relationships’  I can follow class rules  I can make new friends and build on friendships  I am confident to make new friends  I am familiar with the expectations of the setting  I am starting to understand our school values e.g. Beautifully Behaved means I am kind and follow the rules. Generous means I can share toys and equipment  I can show different feelings, using a mirror to explore ‘feeling faces’  I can put myself on the roar rainbow each day and talk about my feelings  I can use vocabulary associated with emotions | ● Show resilience and perseverance in the face of challenge.  3D PSHE Scheme - ‘Making Relationships’  I am confident to share my ideas with a small group – circle time  I am confident to speak to others about how I am different to others  I can negotiate and solve problems with increasing independence  I can try my best  I can keep trying even when things are a bit tricky  I can find ways to help me when things feel hard e.g. ask a friend to help | ●Focus attention  ●Try new activities  ●Set and work towards simple goals  3D PSHE Scheme – ‘Self Confidence and Self Awareness’  I will try new activities with increasing independence  I welcome praise when I have achieved simple goals  I am confident to talk about how I feel and why I feel like that  I will talk about my talents and my goals for the future  I will listen to other people’s views about why they are talented | 3D PSHE Scheme – ‘Self Confidence and Self Awareness’  I am confident to speak to a group of children about how plants have grown and changed  I can work as part of a team  I can work towards shared goals, e.g. during group planting activities and looking after plants as part of a group. | | | 3D PSHE Scheme – ‘Managing Feelings and Behaviour’  I can confidently speak in a familiar group about my feelings of belonging.  I can talk about how animals belong to different types of animal groups e.g. those that live in water or which animals can fly  I can talk about my favourite animals in detail to the rest of the class  I can talk about what explorers might have found tricky  I can prepare for new adventures in school – Year 1 – transition.  I can express when I do or don’t need help and why – linking to transition to Year 1.  I understand that my routine might change in Year 1  I can use vocabulary to express my feelings/concerns about transitioning to a new year group | | |
| Provision opportunities | \*See themselves as a valuable individual.  \*Identify and moderate their own feelings socially and emotionally.  \*Manage their own needs.  \*Build constructive and respectful relationships.  \*Express their feelings and consider the feelings of others.  \*Think about the perspective of others.  \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.   * We’re all wonders – Autumn 1 * Feelings activities: feelings faces, using mirrors, loose parts FACES book * Talk about how these link to our school values of DREAM BIG * Introduce famous people who have show’s these attributes e.g. Paralympians, etc. Link to topics where possible. * Stories about showing perseverance and resilience e.g. Giraffes can’t dance * Daily celebration of children who have shown resilience and perseverance throughout the day * Link to PE – Play games or do activities and discuss how it was hard at first but how over time improvements show. * Grow your mindset activities/display for children to refer to | | | | | | | | |
| Physical Development | Focus Teaching | ●Use large muscle movements  ● Develop co-ordination, balance and agility  ●Develop a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming  I can make large and small movements in indoor and outdoor play  I can begin to form letters  I can follow routines in PE  I can throw a ball and attempt to catch it  I can kick a ball and pass it to a friend  I can aim towards  Get Set 4 PE: Fundamentals Unit 2 | ●Refine a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming  ●Develop foundations of a handwriting style that is fast accurate and efficient.  I can throw a ball and attempt to catch it  I can kick a ball and pass it to a friend  I can aim towards  I can form letters following our letter rhymes with increasing accuracy  Get Set 4 PE: Ball skills 1 | ●Combine different movements with ease and fluency.  ●Know and talk about the different factors that support their overall health and wellbeing.  I can join my movements together e.g. in gymnastics and dance  I can showcase my movements with a small group of friends  I know what can keep my body healthy  I can make good food choices and try something new – linked to Chinese New Year  I can create a fruit smoothie – linked to Little Rad (Literacy)  I am beginning to sort foods into healthy and unhealthy  I can talk about how to keep my brain healthy  Get Set 4 PE: Ball skills 2 | ●Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity, Healthy eating, Tooth bushing, Sensible amounts of ‘screen time’, Having a good sleep routine, Being a safe pedestrian  I can participate in PE regularly and can talk about why it is important  I know the importance of brushing my teeth – link to topic ‘things are growing’  I know which foods are vegetables linked to Literacy Tree  I can talk about using the screen and know what is a ‘sensible amount of screen time’  Get Set 4 PE: Games | | | Fine and gross motor skills to support writing and the development of pencil grip  Letter formation linked to phonics  Different ways of moving – on, under and around at different speeds – Sports Day  I know how to cross a road safely – linked to explorers on the move  Get Set 4 PE: Dance 2 – Summer 1  Get Set 4 PE: Gymnastics 2 – Summer 2 | | |
| Provision opportunities | \*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  \*Progress towards a more fluent style of moving with developing control and grace.  \*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  \*Develop their small motor skills so they can use a range of tools competently, safely and confidently.  \*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  \*Further develop the skills they need to manage the school day successfully   * Lining up and queuing, Meal times, Personal hygiene   \*Further develop and refine a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming   * Various mark making resources inside and outside * Write name everyday (self-registration) * Use of outdoor equipment (bikes, scooters) * Make assault courses outside with different levels and objects that encourage rolling, crawling, going over, under, through or jumping etc. * Dance – through music (Kapow scheme) * Books on healthy lifestyles and the body always available * Fitness videos etc. * Visit from dentist to discuss teeth etc * Role play with fruit and vegetables, making a healthy meal at the café, greengrocers, garden centre etc. * Making fruit salads | | | | | | | | |
| Literacy | Focus Teaching | ●Read individual letters by saying the sound for them.  ●Form lowercase and uppercase letters correctly  **Texts**  We’re all wonders – R J Palacio  Naughty Bus – Jan Oke  Non – Fiction books about transport  I can hear sounds in words    I can orally blend words with increasing independence  I can talk about characters in a story  I can create a shared story map  I can practise writing my name  I recognise some letters | ●Blend sounds into words so they can read short words made up of known letter sound correspondence  ●Form lowercase and uppercase letters correctly  ●Spell words by identifying the sounds and then writing the sound with letter/s.  **Texts**  Where the wild things are – Maurice Sendak  Night Pirates – Peter Harris  Non – Fiction books about transport  I can write my name  I recognise most set 1 sounds  I can hear and write initial sounds in words  I can form letters following letter rhymes  I can read CVC words with increasing independence | ●Read a few common exception words matched to school phonics plan  ●Read simple phrases and sentences.  ●Form lowercase and uppercase letters correctly  ●Spell words by identifying the sounds and then writing the sound with letter/s.  **Texts**  Little Red – Lynn Roberts  The Magic Paintbrush – Julia Donaldson  Non Fiction books about our planet  I can read and write CVC words  I can read sentences with support  I can write tricky words with support  I can develop own orally composed stories about myself using story props, successfully sequencing my talk.  I can create a story map | ●Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  ●Form lowercase and uppercase letters correctly  ●Write simple phrases and short sentences with support  **Texts**  Super Milly and the Super School Day – Stephanie Clarkson  The Extraordinary Gardener – Sam Boughton  Non Fiction books about food and planting/growing  I can read CVC sentences and tricky words  I can read write CVC word sentences  I can develop own orally composed stories about myself using story props, successfully sequencing my talk.  I can create a story map  I can create ‘human sentences’ to support reading and writing | | | ●Write short sentences that can be read by themselves and others  ●Write recognisable letters, most of which are correctly formed.  **Texts – Summer 1**  Oi Frog! – Kes Gray and Jim Field  Meerkat Mail – Emily Gravett  **Texts – Summer 1**  Dinosaurs and all that rubbish! – Michael Foreman  Look Up! – Nathan Byron  Non – Fiction books about animals  Non -Fiction books about dinosaurs, space and explorers  I can use my phonic knowledge to read more complex and phonetically plausible books  I can write sentences with CVCC words and tricky words  I can write sentences with capital letters, finger spaces and full stops with support | | |
| Provision opportunities | 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, non-fiction, rhymes and poems and during role-play.  \*Write recognisable letters, most of which are correctly formed.   * Mark making/messy play to develop letter formation * Read write inc. * Upper case and lower case letters in provision * Magnetic letters and white boards * Building blocks with sounds on them * Green and red word activities in provision * Story tables * Sentence strips * Exciting stimulus to hook children into reading/writing (see some Literacy Tree texts below)   Autumn Term   * home corner/domestic roleplay, bus station/train station, forest, pirate ship (outside), post office   Spring Term   * Art gallery, café, garden centre/greengrocers, costume shop   Summer Term  Space station, Travel agents, Museum | | | | | | | | |
| Maths | Focus Teaching | ●Count objects, actions and sounds  ●Link the number symbol to the cardinal number value.  ●Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  ●Explore numbers to 5  I can recite numbers in order to 10  I know that numbers identify how many objects are in a set  I am beginning to represent numbers using fingers, marks on paper or pictures.  I can sometimes match numeral and quantity correctly  I know that I can count anything including steps, claps or jumps  I can say one number for each item in order  I can name some shapes linked to a number | ●Continue, copy and create repeating patterns  ●Explore composition of numbers to 5  ●Recall number bonds from 0-5  A number of the week approach 1 – 5 including recognition, counting, subitising, composition, one more/one less, addition, subtraction, shape, time, length, money and embedding of knowledge  I can copy and create a repeating pattern  I can show ‘finger numbers up to 5’  I can experiment with my own symbols and marks as well as numerals.  I can solve real world mathematical problems with numbers up to 5.  I can add and subtract numbers practically  I know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  I can compare quantities using language: ‘more than’, ‘fewer than’  I am beginning to use the words ‘tall’, ‘taller’, ‘tallest’, ‘short’, ‘shorter’, ‘shortest’, ‘long’, ‘longer’, ‘longest’  I am beginning to use the words ‘heavy’, ‘heavier’ and ‘heaviest’, ‘light’, ‘lighter’ and ‘lightest’  I can recognise up to 5 objects quickly without having to count them | ●Compare weight, length and capacity  ●Understand the ‘one more than/one less than’ relationship between consecutive numbers.  ●Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.  I can experiment with my own symbols and marks as well as numerals.  I understand the ‘one more than/one less than’ relationship between consecutive numbers.  I can subitise numbers to 5  I can compare the length, weight and capacity of different objects  I can use key vocabulary to do this  I can name most 2D shapes  I can name some 3D shapes  I recognise that shapes can have other shapes within it, just as numbers can | ●Compare numbers  ●Explore composition of numbers to 10.  ●Count beyond 10  A number a week 6-10 including recognition, counting, subitising, formation, composition, one more/one less, addition, subtraction, shape, time, length, money and embedding of knowledge.  I can show ‘finger numbers’ up to 10  I can count objects, actions and sounds beyond ten.  I know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  I can compare numbers.  I can add and subtract numbers practically  I am beginning to explore number bonds to 10  I can explain the composition of numbers to 10  I can use resources in provision to embed my maths knowledge | | | ●Compare weight, length and capacity  ●Recall number bonds from 0 – 10  ●Verbally count beyond 20, recognising the pattern of the counting system.  I confidently use different language to compare the weight, length and capacity of objects  I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including some double facts.  I can verbally count beyond twenty  I can pronounce number names correctly e.g. thirteen, fourteen etc. | | ●Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  I can order and apply my knowledge of number  I have a deeper understanding of numbers to 10, including the composition of each number  I can compare quantities in different contexts, recognising when one quantity is greater than, less than or the same as another quantity  I can explore and represent patterns within numbers to 10, including odd and even numbers  I can explore and represent double facts  I can distribute (share) objects equally |
| Provision opportunities | \*Link the number symbol (numeral) with its cardinal number value.  \*Compare numbers  \*Understand the ‘one more than/one less than’ relationship between consecutive numbers.  \*Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.  \*Compare length, weight and capacity.  \*Count objects, actions and sounds.  \*Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  \*Continue, copy and create repeating patterns.  \*Subitise (recognise quantities without counting) up to 5.  \*Have a deep understanding of number to 10, including the composition of each number.  \*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  \*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.   * Seasonal objects to count, make irregular arrangements, patterns etc. * Interactive games * Building blocks * Ordering objects by weight/size etc. e.g. seasonal objects, post office, green grocers for Veg topic. * Gems etc for patterns and sequencing * Counters to match to number * Dice games * Water Tray * Tape measures and scales in maths area | | | | | | | | |
| Understanding the world | Focus Teaching  History  Geography  RE  Science  Computing | ●Describe their immediate environment  ●Draw information from a simple map  ●Recognise some environments that are different to the one in which they live.  ●Understand the effect of changing seasons on the natural world around them  I can talk about my family and make connections between my own family and other families  I know that families can be different  I can talk about experiences with my family e.g. things that have happened in the past  I can describe where I live  I know that my school is in Halewood  I can make a simple map of my school grounds (whole class)  I can map a journey for Naughty Bus  I can talk about different environments the Naughty Bus has been to  I know that I am different to my friends and I am special  I know I belong to my family and my school community  I can name people in my school community  I can go on a muddy puddle walk and talk about the changes I can see  I can talk about how leaves have changed colour and how they have fallen off the trees  I can use words such as autumn, seasons, change, weather etc.  I can take photographs of my immediate environment on an iPad | ●Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  ●Recognise people have different beliefs and celebrate special times in different ways  ●Know some similarities and differences between different religions and cultural communities in this country  I can put important events on a timeline (whole class)  I can say what happened first, next etc.  I can talk about my history  I know that Guy Fawkes was a long time ago  I know that we celebrate Bonfire Night – Bonfire night safety  I can talk about different environments (linked to Literacy Tree texts) e.g. pond, forest, sea etc.  I know about different celebrations and can talk about what people do for them e.g. Halloween, bonfire night, Christmas, Diwali (Hinduism) etc.  I know why some people celebrate Christmas – birth of Jesus (Christianity)  I can go on a muddy puddle walk and talk about the changes I can see  I can talk about how leaves have changed colour and how they have fallen off the trees  I can use words such as autumn, seasons, change, weather etc.  I can talk about different animals – Knowsley Safari Park trip  I can talk about animals that live in the ocean  I can investigate objects that float and sink (link to Night Pirates) | ●Understand that some places are special to members of their community.  ●Recognise some environments that are different to the one in which they live.  ●Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  ●Make observations and drawing pictures of animals and plants.  I know that people from the past were talented  I know that there are lots of talented people now  I know that China is a country far away and I can talk about some Chinese traditions  I know that there are lots of countries in the world  I know what a globe is and use it to find different countries  I can talk about different talents  I can talk about places that are special to me  I know that some places are special to other people  I know that some people celebrate Holi  I know that Scientists are talented  I can observe the weather and talk about the seasons | ●Recognise similarities and differences between life in this country and other countries  ●Talk about the lives of the people around them and their roles in society.  ●Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  I can explore similarities and differences between schools now and schools a long time ago (links to Super Milly and the Super School Day)  I can look at a map of my local area  I can talk about features of my local environment e.g. shops, houses, parks etc. – eco friendly balloon experiment to see how far the biodegradable balloons travel  I can talk about different jobs people have and everyday heroes in our community  I can talk about symbols of new life e.g. eggs, chicks, lambs etc.  I can create an Easter Garden  I can plant seeds and bulbs  I can take photographs of plants and trees in my school environment  I can identify different flowers, plants, fruit and vegetables  I know that plants need sun, water and nutrients to grow  I can care for seeds and plants | | | ●Similarities and differences between things in the past and now  ●Understand that some places are special to members of their community.  I know that dinosaurs were around a long time ago  I can use words such as a long time ago, before I was born or in the past  I know that fossils are old  I can talk about what the world looked like in the past  .I know where dinosaurs lived  I can talk about what a desert is like  I know that some animals live in the desert  I can compare a dessert climate with UK  I can know that people in my community have special places  I can talk about Religious stories  I can make a dinosaur fossil  I know that dinosaurs ate different things | | ●Understand the effect of changing seasons  ●Describe their immediate environment  ●Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  I know that different people and animals have travelled into space  I know that Neil Armstrong was the first man to land on the moon  I can talk about different places I have visited and compare them with each other e.g. different countries  I can compare Halewood and Space (linked to Look Up!)  I know that a journey people can make lots of different journeys  I can talk about a type of journey  I know about the Creation Story  I can explore light/dark and night/day  I know that I can see the stars at night  I know that I can see the moon at night and sometimes in the day  I know that the sun, moon, stars and planets are Space |
| Provision opportunities | \*Talk about members of their immediate family and community.  \*Name and describe people who are familiar to them.  \*Explore the natural world around them.  \*Describe what they see, hear and feel whilst outside.  \*Talk about the lives of the people around them and their roles in society.  \*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  \*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  \*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  \*Explore the natural world around them, making observations and drawing pictures of animals and plants.  \*Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.  \*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  \*Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.   * RE Links to some of these areas * Celebrations throughout the year e.g. Chinese new year links to ‘The Magic Paintbrush’, Holi- links to ‘The Festival of Colors’ * Compare how different countries celebrate Christmas * Books such as Handa’s surprise, What do you celebrate? Etc. * Make a map of playground then do treasure hunt * Nature walk * Sensory activities with the seasons * Roleplay areas reflect people and communities * Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures   Autumn   * Naughty Bus in Autumn Term links to immediate environment. * Where the Wild Things Are in Are – links to different environments * Night pirates   Spring   * The Magic Paintbrush – Chinese New Year * The Extraordinary Gardener / The Festival of Colors * The Odd Egg   Summer   * Oi Frog! * Meerkat Mail (Other environments and countries) * Dinosaurs and all that rubbish (the past and now) * Look Up! (Space) | | | | | | | | |
| Expressive arts and design | Focus Teaching  Music  Art  DT | ●Sing familiar songs; moving melody and singing the pitch of a tone sung by another person (‘pitch match’).  ●Respond to what they have heard, expressing their thoughts and feelings.  I can sing nursery rhymes and action songs. I can share and perform these songs  I can sing along with familiar songs and move to the music  I can talk about what I liked/disliked with a song  I can create a self portrait  I can draw a picture of my family  I can create my own house in the Lego/construction area | ●Listen attentively, move to and talk about music, expressing their feelings and responses.  I can move rhythmically to the music.  I can explain why I like/dislike a song  I can sing songs and develop performance skills linked to Christmas  I can create bonfire art using chalk  I can create a seasonal ice picture  I can create poppy art  I can make seasonal transient art using a range of natural resources  I can make a craft sparkler/firework  I can make Christmas decorations  I can make a boat out of junk materials and investigate to see if it can float | ●Explore, use and refine a variety of artistic effects to express their ideas and feelings.  I can explore and create using voices  I can create wooden spoon people linked to Little Red  I can make a Chinese lantern  I can create a Chinese drum  I can use big and small construction to enhance creativity and imagination | ●Watch and talk about dance and performance art, expressing their feelings and responses.  I can explore and create using voices and instruments  I can talk about how performances make me feel  I can make detailed drawings of plants and things that grow.  I can create collages of different plants I have observed  I can make seasonal a seasonal picture using paints (colour mixing)  I can print using different fruit and vegetables  I can design and create my own superhero cape  I can design and make my own superhero puppet | | | ●Sing in a group or on their own, increasingly matching the pitch and following the melody  I can sing as part of a group or on my own  I can investigate animal print using different media  I can create a desert collage  I can design and create my own junk model habitat for different animals from Oi Frog! | ●Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.  I can confidently sing songs, rhymes, poems and stories as part of a group or independently  I can use different media to create a space picture  I can make a dinosaur fossil  I can make a junk model space buggy | |
| Provision opportunities | \*Return to and build on their previous learning, refining ideas and developing their ability to represent them.  \*Create collaboratively sharing ideas, resources and skills.  \*Develop storylines in their pretend play.  \*Explore and engage in music making and dance, performing solo or in groups.  \*Explore, use and refine a variety of artistic effects to express their ideas and feelings. (After focus teaching)  \*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  \*Make use of props and materials when role playing characters in narratives and stories.  \*Sing a range of well-known nursery rhymes and songs.  \*Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.  \*Share their creations, explaining the process they have used.  \*Invent, adapt and recount narratives and stories with peers and their teacher.   * Nursery Rhymes, books to sing along to, instruments * Opportunities to collage, paint and mix colours linked to the dot * Playdough, salt dough – use tools to sculpt * Make models * Music schemes of work like Kapow * Yoga * Class talent show/stage * Dance in PE and RE- Diwali etc * Music hut (Instruments in Wendy house) * Go Noodle – children create their own during healthy living topic | | | | | | | | |