



## Curriculum Long Term Plan 2025 - 2026 Year: Reception

Our INSPIRE Curriculum:

- develops the **INDIVIDUAL** - values, attitudes, knowledge, skills and understanding
- **NURTURES** curiosity and creative thinkers
- is broad, balanced and has clear progression in **SUBJECT KNOWLEDGE and SKILLS**
- is filled with rich **PURPOSEFUL** first-hand experiences and uses expertise beyond the classroom
- develops **INDEPENDENCE**, resilience and perseverance to always be our best
- is flexible and **RESPONSIVE** to individual needs and interests.
- **EMBRACES** children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	<b>All Creations Great and Small</b>	<b>My World and Beyond</b>	<b>Superheroes</b>	<b>Exploring Traditions and Cultures</b>	<b>The Great Outdoors</b>	<b>Under the Sea/ Pirate Adventures</b>
<b>Enrichment activities</b>	Christenings and new beginnings Invite newborn baby into class Create a mysterious hole in outdoor area Diwali celebrations Explore the senses, Making and tasting soup for Harvest Nature Walk Explore harvest vegetables Spice painting	Road Safety Week Christmas Experience at Church  Special people RE topic - Imam visit  Imagine That trip – science and discovery activities	Chinese New Year celebrations Invite real life superheroes into class Secret Reader	Shrove Tuesday – Cooking Pancakes  Egg-u-cation- Chicks  Easter bonnet parade Easter egg hunt Baking Easter Treats	Planting and growing Growing broad beans Gardening Day Caterpillars Tadpoles Mini – Beast experience - Bee Keeper visit	Pirate Party Pirate Ship Role Play Area Planting and Growing Trip to Knowsley Safari Park Recycled art Mosque Visit
<b>Christian Value</b>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect





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<p>A focus across EYFS. Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language interventions (Wellcomm), Pie Corbett T4W actions, Tales Toolkit strategies and EYFS performances</p>	<p>Settling in activities All About me books Making friends Sharing facts about me! Model talk routines through the day e.g. when arriving at school “Good morning, how are you?”</p>	<p>Develop vocabulary Tell me a story – retelling stories from reading spine Story language Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important. Use new vocabulary through the day</p>	<p>Retell a story using story language Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check they understand what has been said to them Describe events in detail</p>	<p>Describing events in detail Non-fiction texts to support children knowledge of the world around them Hold conversations with adults and peers, engaging in back-and-forth exchanges Using language from Word Hierarchy’s in the room</p>	<p>Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives Develop knowledge of a range of vocabulary</p>	<p>Read books from reading spines, fiction and non-fiction, that will extend children’s knowledge of the world and illustrate a current topic. Continue to develop children’s range of vocabulary</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p style="background-color: #e2efda;">Personal Hygiene e-Bug resources –</p> <ul style="list-style-type: none"> <li>• Horrid Hands</li> <li>• Super sneezes</li> </ul> <p style="background-color: #e2efda;">Mental Health and emotional wellbeing</p> <p>ROAR Resources</p>	<p style="background-color: #e2efda;">Anti-Bullying Week –</p> <ul style="list-style-type: none"> <li>• United against bullying lesson</li> </ul> <p style="background-color: #e2efda;">Expect Respect</p> <ul style="list-style-type: none"> <li>• People who can help us</li> </ul>	<p style="background-color: #e2efda;">Keeping Safe – E-safety</p> <ul style="list-style-type: none"> <li>• Going places safely</li> <li>• ABC Searching</li> <li>• Keep it Private</li> </ul>	<p style="background-color: #e2efda;">Healthy lifestyles</p> <ul style="list-style-type: none"> <li>• People who help us</li> </ul> <p style="background-color: #e2efda;">Oral Hygiene</p> <ul style="list-style-type: none"> <li>• Why do we have teeth?</li> <li>• Going to the dentist</li> </ul> <p>Less sugary food and drink</p>	<p style="background-color: #e2efda;">Education for Personal Relationships</p> <ul style="list-style-type: none"> <li>• Know how they can look after themselves</li> <li>• Know why hygiene is important</li> </ul> <p>Know that all families are different</p> <p>Look at my Learning Journey</p>	<p style="background-color: #e2efda;">Financial Capability/My money week –</p> <p>Spending habits and budgets</p> <p>Fair-trade Fortnight</p>



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<b>Physical Development</b>  <b>Fine Motor</b> Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)	Daily Squiggle Whilst you wiggle/Dough Disco  Threading, cutting, weaving, playdough and other fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole grasp Pencil grip	Daily Squiggle Whilst you wiggle/Dough Disco  Threading, cutting, weaving, playdough and other fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model the correct letter formation.	Daily Squiggle Whilst you wiggle/Dough Disco  Threading, cutting, weaving, playdough and other fine motor activities. Begin to form letter correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items, button clothing, cutting with scissors	Daily Squiggle Whilst you wiggle/Dough Disco  Threading, cutting, weaving, playdough and other fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed	Daily Squiggle Whilst you wiggle/Dough Disco  Threading, cutting, weaving, playdough and other fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross	Daily Squiggle Whilst you wiggle/Dough Disco  Threading, cutting, weaving, playdough and other fine motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks Programmable toys (Beebots/Codeapillar)



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<b>Gross Motor/Beacon PE</b>	Introduction to PE Unit 2	PE Fundamentals Unit 2	Dance Unit 2	Ball Skills Unit 2	Games Unit 2	Gymnastics Unit 2 Sports Day
<b>Literacy</b>  <b>Comprehension – Developing a passion for reading</b>  <i>The children will study one core book but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors.</i>  <i>Children will also be exposed to our Reading Spine books, fiction and non-fiction on a daily basis</i>	<b>Ready Steady Write focus book</b> - The Something by Rebecca Cobb  <b>Writing Outcome and Purpose</b> <b>Narrative:</b> A Losing Story <b>Purpose:</b> To retell the losing story and write sentences <b>Recount:</b> Animal information sentences <b>Purpose:</b> To inform <b>Grammar:</b> Word	<b>Ready Steady Write focus book</b> - Star in a Jar by Sam Hay  <b>Writing Outcome and Purpose</b> <b>Narrative:</b> A finding story <b>Purpose:</b> To retell the Finding Story and write sentences <b>Information:</b> A poster to find a lost star	<b>Read to Write focus book</b> - Juniper Jupiter by Lizzy Stewart  <b>Writing Outcome and Purpose</b> <b>Narrative:</b> A superhero story <b>Purpose:</b> To retell the super-hero story and write sentences <b>Information:</b> Letter <b>Purpose:</b> To write letter sentences  <b>Grammar:</b> Word <b>*Secure previous unit high frequency words</b>	<b>Read to Write focus book</b> - Little Red by Bethan Woollvin  <b>Writing Outcome and Purpose</b> <b>Narrative:</b> A Traditional Tale <b>Purpose:</b> To retell the traditional tale and write sentences <b>Instructions:</b> How to trap an animal <b>Purpose:</b> To write instruction sentences  <b>Grammar:</b> Word	<b>Read to Write focus book</b> - The Extraordinary Gardener  <b>Writing Outcome and Purpose</b> <b>Instructions:</b> How to grow a big, beautiful tree <b>Purpose:</b> To Instruct  <b>Narrative:</b> Transformation Story Sentences	<b>Read to Write focus book</b> - The Storm Whale by Benji Davies  <b>Writing Outcome and Purpose</b> <b>Narrative:</b> Friendship Story Sentences <b>Purpose:</b> To retell the Friendship Story and Write Sentences  <b>Poetry:</b> A Whale Poem <b>Purpose:</b> To write description sentences



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	<p><b>All Creations Great and Small</b></p> <p>To teach HFWs; is, I, the, to, into, no, go, so  <b>Grammar: Sentence</b>  <b>Focus on:</b>            Orally rehearse sentences and Word Count the number of words spoken prior to writing.            Focus on a simple sentence</p> <p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)  <b>Grammar: Text</b>  <b>Focus on:</b>            Listen to and talk about stories to build familiarity and understanding.            Learn new vocabulary from texts</p>	<p><b>My World and Beyond</b></p> <p><b>Purpose:</b> To write information and description sentences</p> <p><b>Grammar: Word</b>  <b>*Secure previous unit high frequency words and teach: he, me, we, be, she, was</b>  <b>Grammar: Sentence</b>  <b>Build on previous units &amp; focus on:</b>            Orally rehearse sentences and Word Count the number of words spoken prior to writing.            Focus on a simple sentence Model and support correct use of the Sentence Accuracy check</p>	<p><b>Superheroes</b></p> <p><b>and teach:</b> was, my, her, you, they, All</p> <p><b>Grammar: Sentence</b>  <b>Build on previous units &amp; focus on:</b>            Orally rehearse sentences and Word Count the number of words spoken prior to writing.</p> <p>Connect one idea or action using a range of connectives</p> <p>Re-read what they have written to check for meaning</p> <p>Focus on a simple sentence</p> <p>Combining words to make labels, captions,</p>	<p><b>Exploring Traditions and Cultures</b></p> <p><b>*Secure previous unit high frequency words and teach:</b>            The, to, into, so, he, be, she, was, my, her, you, all            Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</p> <p><b>Grammar: Sentence</b>  <b>Build on previous units &amp; focus on:</b>            Orally rehearse and recall sentence prior to writing            Connect one idea or action using a range of connectives</p>	<p><b>The Great Outdoors</b></p> <p><b>Purpose:</b> Retell the Transformation Story and Write Sentences</p> <p><b>Grammar: Word</b>  <b>*Secure previous unit high frequency words and teach:</b> I, the, into, to, so, he, me, no, be, was, my, all.  <b>Grammar: Sentence</b>  <b>Build on previous units &amp; focus on:</b>            Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others</p>	<p><b>Under the Sea/ Pirate Adventures</b></p> <p><b>Grammar: Word</b>  <b>*Secure previous unit high frequency words and teach:</b>            have, like, some, come, you, all.  <b>Grammar: Sentence</b>  <b>Build on previous units &amp; focus on:</b>            Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.            Re-read what they have written to check that it makes sense.  <b>Write:</b> Combine words to make labels,</p>



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	<p>Support recognition of the four parts of a simple narrative - opening, build up, problem and ending. Begin to retell familiar stories and texts in their words and / or exact. Sequencing spoken sentences to form short narratives orally.</p> <p><b>Grammar: Punctuation</b> <b>Focus on:</b> Letter formation Separation of words with spaces</p>	<p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p><b>Grammar: Text</b> Build on previous units &amp; focus on: Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending. Retell the story-some as exact repetition and some in own words including; Once upon a time, Then, So, First, Next, and Finally</p>	<p>lists, phrases and short sentences (depending on developmental stage)</p> <p>Joining words and clauses using 'and'</p> <p>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Grammar: Text</b> <b>Build on previous units &amp; focus on:</b> Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary from texts</p>	<p>Write short sentences with words with known letter sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Combining words to make labels, captions, lists, phrases and short sentences.</p> <p>Joining words using and joining words and clauses using 'and'</p> <p>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Grammar: Text</b></p>	<p>Re-read what they have written to check that it makes sense</p> <p>Write: Combining words to make labels, captions, lists, phrases and short sentences</p> <p>Joining words and clauses using connectives (e.g. and)</p> <p>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p> <p><b>Grammar: Text</b> <b>Build on previous units &amp; focus on:</b> Learn new vocabulary from texts. Recognise four parts of a simple narrative.</p>	<p>captions, lists, phrases and short sentences.</p> <p>Join words and clauses using connectives (e.g. but, because, and).</p> <p>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</p> <p><b>Grammar: Text</b> <b>Build on previous units &amp; focus on:</b> Learn new vocabulary from texts. Recognise four parts of a simple narrative – opening, build up, problem and ending.</p>



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		<p><b>Sequence sentences to form short narratives.</b></p> <p>Help retell stories orally to support writing (depending on developmental stage) by:</p> <p>1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p> <p><b>Grammar:</b> <b>Punctuation</b> <b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Personal pronoun – I, he</p>	<p>Recognise four parts of a simple narrative - opening, build up, problem and ending. Retell the story-some as exact repetition and some in own words including; Once upon a time, Then, So, First, Next, and Finally</p> <p>Sequencing sentences to form short narratives.</p> <p><b>Grammar:</b> <b>Punctuation</b> <b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun – I, She , He Full Stops</p>	<p>Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary from texts</p> <p>Recognise four parts of a simple narrative - opening, build up, problem and ending. Retell the story-some as exact repetition and some in own words including; Once upon a time, Then, So, First, Next, and Finally</p> <p>Sequencing sentences to form short narratives.</p> <p><b>Grammar:</b> <b>Punctuation</b> <b>Build on previous units &amp; focus on:</b></p>	<p>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. Retell the story using, some as exact repetition and some as own words.</p> <p>Sequence sentences to form written narratives. Including: Once upon a time; Then one night; The next morning; Then one ordinary day</p> <p>•Sequence sentences to form short written narratives</p> <p><b>Grammar:</b> <b>Punctuation</b> <b>Build on previous units &amp; focus on:</b></p>	<ul style="list-style-type: none"> <li>• Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>• Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night.</li> </ul> <p>Sequence sentences to form short written narratives.</p> <p><b>Grammar:</b> <b>Punctuation</b> <b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun – I</p>



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				Letter formation Separation of words with spaces Capital letters Personal pronoun – I, He, She Full Stops	Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names.	Full Stops Capital Letters for names
<b>Literacy</b>  <b>Word Reading</b> Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words. Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs. (This planning as a guide)	<b>Phonics Sounds: RWI</b> Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	<b>Phonics Sounds: RWI</b> Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	<b>Phonics Sounds: RWI</b> Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	<b>Phonics Sounds: RWI</b> Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	<b>Phonics Sounds: RWI</b> Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	<b>Phonics Sounds: RWI</b> Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers



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<p><b>Maths</b></p> <p><i>We use White Rose maths planning and have a 'Number of the Week' focus. We use the NCETM to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision.</i></p>	<p><i>Opportunities for settling in, introducing areas of provision, key times of day, class routines and positional language – where does this belong?</i></p> <p><i>Getting to know you</i></p> <p><i>Match, sort and compare</i></p> <p><i>Talk about measures and patterns.</i></p> <p><i>It's Me 1, 2, 3!</i></p>	<p><i>Circles and triangles</i></p> <p><i>1, 2, 3, 4,5</i></p> <p><i>Shapes with 4 sides</i></p> <p><i>Number to 5</i></p> <p><i>Alive in 5!</i></p> <p><i>Mass and Capacity</i></p>	<p><i>Growing 6, 7, 8</i></p> <p><i>Length, height, and time</i></p> <p><i>Building 9 and 10</i></p>	<p><i>Building 9 and 10</i></p> <p><i>Exploring 3-D Shapes</i></p> <p><i>To 20 and Beyond</i></p> <p><i>How many now?</i></p>	<p><i>Manipulate, compose and decompose</i></p> <p><i>Sharing and Grouping</i></p> <p><i>Visualise, build and Map</i></p>	<p><i>Visualise, build and Map</i></p> <p><i>Make Connections</i></p> <p><i>Consolidation</i></p>
<p><b>Religious Education</b></p>	<p><i>I am Special. What makes a person special?</i></p> <p><i>Harvest</i></p>	<p><i>Christmas. How do we celebrate Jesus' birthday?</i></p> <p><i>UC F2</i></p> <p><i>Why do Christians perform Nativity plays at Christmas?</i></p>	<p><i>Stories Jesus Heard</i></p> <p><i>Stories Jesus Told</i></p>	<p><i>Easter</i></p> <p><i>UC F3</i></p> <p><i>Why do Christians put a cross in an Easter Garden?</i></p>	<p><i>Friendship: What makes a good friend?</i></p> <p><i>Prayer: What is prayer?</i></p>	<p><i>Special Places: What makes a place special/holy?</i></p>







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<b>Understanding the World</b>	<p><b>Past and Present</b> Our families and special times Photos of families Long ago – How times have changed</p> <p><b>People, cultures and Community</b> Different types of families. Can draw similarities and make comparisons between other families. Diwali celebrations</p> <p><b>Natural World</b> Exploring Autumn – Autumn Walk Children can talk about their 5 senses – what they can hear, see, smell, touch and taste</p>	<p><b>Past and Present</b> Explore the seasons Bonfire Night Show photos of how Christmas used to be celebrated in the past.</p> <p><b>People, cultures and Community</b> Christmas story  How was Christmas celebrated in the past</p> <p><b>Natural World</b> Light and Dark – day and night Electricity Exploring the night sky and planets Special objects and treasures in our environment</p>	<p><b>Past and Present</b> Children to talk about experiences that are familiar to them and how they were different to them in the past</p> <p><b>People, cultures and Community</b> Chinese New Year celebration Tasting Chinese food People Who Help Us</p> <p><b>Natural World</b> Introduce children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we can care for the natural world</p>	<p><b>Past and Present</b> Listening to stories and placing events in chronological order Long ago – how times have changed</p> <p><b>People, cultures and Community</b> Exploring Spring Easter Our family traditions Different cultures and traditions Share different cultural versions of famous fairy tales Introduce children to a range of fictional characters and creatures from stories and begin to differentiate these characters from real people in their lives</p>	<p><b>Past and Present</b> VE day – discussing events that have taken place in the past</p> <p><b>People, cultures and Community</b> Celebrating Eid. Encourage children to make comparisons between themselves and other children and families</p> <p>Encourage children to talk about their own home and comment on what it is like. Show photos of children's homes and encourage them to make comparisons Environments – features of the local environment. Maps of</p>	<p><b>Past and Present</b> Growing and how seeds/plants change</p> <p><b>People, cultures and Community</b> Talking about different religions and places of worship and making comparisons between own religion and others</p> <p><b>Natural World</b> <b>Natural World</b> Explore a range of animals. Think about conservation and plastic pollution in the ocean Book: Somebody's Swallowed Stanley Share non-fiction texts that offer an insight</p>



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	Animals from minibeasts to dinosaurs To understand where dinosaurs are now and begin to understand they were alive a long time ago		Use the Bee-Bots and sequencing games	<b>Natural World</b> Use Bee-Bots on simple maps Same/Different – Sorting games New Life – baby chicks, life cycles Our family traditions	the local area. Comparing places on Google Earth – how are they similar/different? Programmable toys (Beebots/Codeapillar) Planting and growing – life cycle of a bean	into contrasting environments Materials: Floating/sinking – boat building. Metallic and non-metallic objects Can children differentiate between land and water
<b>Expressive Art &amp; Design</b>  <b>Focus Artist and Key Art work</b>		<b>Starry Night</b> Vincent Van Gogh		<b>Yayoi Kusama</b>	<b>Vincent Van Gogh – Sunflowers</b> 	<b>The Great Wave</b> Hokusai 
<b>Expressive Art &amp; Design</b>  <small>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music</small>	<b>Being Imaginative and Expressive</b> Self-portraits Exploring mark making tools creating pictures to take home	<b>Being Imaginative and Expressive</b> Bonfire Night Firework pictures Colour mixing – Jackson Pollock	<b>Being Imaginative and Expressive</b> Paul Klee – linking images to cityscapes and mathematics	<b>Being Imaginative and Expressive</b> Designing your own pancake using a variety of toppings	<b>Being Imaginative and Expressive</b> Observational drawing and painting of natural beauty in our garden.	<b>Being Imaginative and Expressive</b> Sea life pictures Hokusai – The Great Wave Picture – making



## Curriculum Long Term Plan 2025 - 2026 Year: Reception

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	<b>All Creations Great and Small</b>	<b>My World and Beyond</b>	<b>Superheroes</b>	<b>Exploring Traditions and Cultures</b>	<b>The Great Outdoors</b>	<b>Under the Sea/ Pirate Adventures</b>
<p>patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p><b>Children to produce a piece of art work each half term and display in class/Tapestry – lots of links to fine motor skills. Children to be encouraged to talk about their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests</b></p>	<p style="text-align: center;"><i>Exploring Harvest vegetables using printing and rubbing techniques</i></p> <p style="text-align: center;"><i>In Harmony - Children will have opportunities to find the pulse (the heartbeat of the song) and high and low sounds. Use percussion instruments. Learning new songs like Head tum toes, Chocolate treats, Seesaw and Cobbler Cobbler</i></p> <p style="text-align: center;"><b>Creating with Materials</b> All about me poster All about me paper bags Exploring natural Autumn items Creating homes from small world resources and fabrics</p>	<p style="text-align: center;"><i>Starry Night by Vincent Van Gogh Creativity with the iPad</i></p> <p style="text-align: center;"><i>In Harmony – Find the pulse. Copy clap and rhythm. Explore high and low pitch. Inharmony sharing session.</i></p> <p style="text-align: center;"><b>Creating with Materials</b> Building space rockets and junk modelling Turn ourselves into aliens Create your own planet Exploring Diwali, Hannukah and Christmas create special items to share with families.</p>	<p style="text-align: center;"><i>Using 3d shapes to create cityscapes Mark making animals from CNY story.</i></p> <p style="text-align: center;"><i>In Harmony – Explore high and low pitch and explore rhythm creatures. New songs to learn; Slowly Slowly, Hey Mr Woodpecker, Jackaroos and Chinese New Year.</i></p> <p style="text-align: center;"><b>Creating with Materials</b> Comic Strip Art Create a Superhero Create comic book costumes and</p>	<p style="text-align: center;"><i>Role playing our favourite stories for world book day. Using our imagination Spring into Summer – Kandinsky</i></p> <p style="text-align: center;"><i>Inharmony – Explore high and low pitch and explore rhythm creatures. In Harmony sharing session. New songs to learn; Bells in the steeple, Hot Cross Buns, Oliver Twist and Mary had a little lamb.</i></p> <p style="text-align: center;"><b>Creating with Materials</b> Last Supper Art Easter Art – baskets, cards, chicks, eggs</p>	<p style="text-align: center;"><i>Exploring sensory tuff tray with items representing EID.</i></p> <p style="text-align: center;"><i>In Harmony.= Learn new songs; sway trees sway, bow wow wow, clocks, swing me. Using resources like bells, scarves, drums and claves to find the rhythm or pitch.</i></p> <p style="text-align: center;"><b>Creating with Materials</b> Design and create your own extraordinary garden/ dream gardens Vincent Van Gogh – Sunflowers Creating EID celebration cards.</p>	<p style="text-align: center;"><i>our own versions, paper, collage Water Lilies by Claude Monet Observational painting of lily's using watercolours.</i></p> <p style="text-align: center;"><i>In Harmony.= Learn new songs; Rain is falling down, Swing me, Swallows in the sunshine, Sally go round the sun. Use rhythm creatures in songs like 'caterpillar'. In Harmony sharing session.</i></p> <p style="text-align: center;"><b>Creating with Materials</b> Creating pirate hats and accessories to enjoy in our role play.</p>



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			accessories using craft materials. CNY art – lanterns, dragons	Observation drawing, painting and collage of scenes of spring.	Creating moon and star hanging for celebrate Ramadan	Andy Goldsworthy – Transient Art -Using found item
<b>Themed days and weeks</b>	Harvest celebration Roald Dahl Day – <b>13<sup>th</sup> September</b> National fitness day – <b>18<sup>th</sup> September</b> Black History Month – <b>October</b> Grandparents' day - <b>6<sup>th</sup> October</b> Diwali – <b>Friday 1<sup>st</sup> November</b>	Bonfire Night – <b>5<sup>th</sup> November</b> World Science Day – <b>10<sup>th</sup> November</b> Remembrance Day – <b>11<sup>th</sup> November</b> Anti-Bullying Week – <b>11<sup>th</sup>-15<sup>th</sup> November</b> Road safety week – <b>17<sup>th</sup> - 23<sup>rd</sup> November</b> <b>1<sup>st</sup> Sunday</b> of Advent – <b>1<sup>st</sup> December</b> Christmas Jumper Day – <b>12<sup>th</sup> Dec</b> Hanukkah – <b>25<sup>th</sup> December - 2<sup>nd</sup> January</b>	Superhero Day – date TBC Winnie the Pooh Day – <b>18<sup>th</sup> January</b> Martin Luther King Day – <b>20<sup>th</sup> January</b> Big Garden Birdwatch – <b>24<sup>th</sup> - 26<sup>th</sup> January</b> National Story Telling Week – <b>27<sup>th</sup> January – 4<sup>th</sup> February</b> Chinese New Year – <b>29<sup>th</sup> January</b>	Ramadan starts – <b>28<sup>th</sup> February</b> Pancake day – <b>4<sup>th</sup> March</b> Easter bonnet parade – date TBC World Book Day – <b>6<sup>th</sup> March</b> International Women's Day – <b>Saturday 8<sup>th</sup> March</b> British Science Week - <b>7<sup>th</sup> – 16<sup>th</sup> March</b> Holi – <b>14<sup>th</sup> March</b> World Poetry Day – <b>21<sup>st</sup> March</b> Mother's Day – <b>30<sup>th</sup> March</b> Ramadan ends – <b>30<sup>th</sup> March</b> Eid – <b>30<sup>th</sup> or 31<sup>st</sup> March</b>	Mini Beast Day/Ugly Bug Ball – date TBC Planting Day - date TBC Passover – <b>12<sup>th</sup> - 20<sup>th</sup> April</b> Earth Day – <b>22<sup>nd</sup> April</b> St George's Day – <b>23<sup>rd</sup> April</b> VE Day – <b>8<sup>th</sup> May</b> Walk to school week. – <b>20<sup>th</sup> - 24<sup>th</sup> May</b>	World Oceans Day – <b>8<sup>th</sup> June</b> Healthy Eating Week – <b>9<sup>th</sup> – 13<sup>th</sup> June</b> Father's Day – <b>15<sup>th</sup> June</b> Pirate Day - date TBC Muharram – <b>27<sup>th</sup> July</b>



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				<i>Easter Sunday – 20<sup>th</sup> April</i>		