| Careful consideration has been given to which themes, texts and experiences will excite the children and provide opportunities to teach the children what we want them to learn. Any themes we introduce are starting points for the children’s play and learning as we are keen to develop themes following the children’s interests and ideas. The themes we cover are very flexible and interests driven by the children are woven in our planning as they arise. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| YR | **AUTUMN 1**  **Amazing me and My community**  **Investigation:**  **People who help us** | **AUTUMN 2**  **Celebrations & Festivals**  **Investigation: Light and Dark** | **SPRING 1**  **Our Wonderful World**  **Investigation:**  **Buildings and Landscapes** | **SPRING 2**  **Growing**  **Investigation:**  **Growing and Keeping Healthy** | **SUMMER 1**  **Animals**  **Investigation: Animals/ Dinosaurs** | **SUMMER 2**  **Our Universe**  **Investigation:**  **Eco Warriors** |
| **Literacy** | | | | | | |
| Core Texts  (May be rotated) | Hello Friend  Super Duper you  **Ruby’s Worry**  The leaf thief | Little Glow  The gingerbread man  **Perfectly Norman** | A hat for Mr Mountain  **Handa’s Surprise** | Lulu’s Flowers/  **Jack and the Jelly Beanstalk**  The Little Red Hen | T- Veg  **Penguins – National geographic** | The odd Fish  Whatever Next  Love our Earth  **If Sharks disappeared** |
| Reading river texts | The body book  Papas Butter chicken | Not now Noor  Funnybones | Pirate mums | Supertato | Lifesize baby animals | Zim Zam Zoom |
| Topic related texts for story time/reading areas/ class assemblies | Funny Bones  The Family Book  You Choose  All Kinds of people Stuck  Marvellous Me: Inside and Out  Our Class our Family  We are all different | Scarecrows wedding Night Monkey, Day Monkey  The Nativity  Lanterns & Firecrackers Lighting a Lamp | Atlas  We are all neighbours  Hamilton Hats  Coming to England | The Tiny seed  Oliver’s vegetables  Jaspers Beanstalk  What the ladybird heard. The Enormous Turnip Duck in a truck  The seed | If I had a dinosaur  Dinosaurs love underpants  Dinosaur Roar  Dear Zoo  Mr Gumpy’s outing | Aboard for the bobo road  The Naughty Bus  The Great explorer  The Runaway train The World Around Me |
| Purposeful writing opportunities  Comprehension  Word Reading  Writing | Posters/labels; our bodies & hand washing Arial Maps; school/local area | Shopping lists, speech bubbles,  celebration cards, Lists, signs, labels, captions, invitations | Drawing and labelling animals /characters  Writing and responding to a letter | Instructions: How I Can Grow…, How I can make bread….  Speech bubbles  Poster – Missing – Jack! | Poster – Endangered animals  Information leaflet | Simple narrative (HA)  Information texts; transport (old & new) Holiday brochures/ maps and globe |
| **Autumn** | | **Spring** | | **Summer** | |
| Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.  Recall key events *… event*  Talk about main characters… *character, beginning, middle, end*  Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  *Understand the five key concepts about print, with a focus on: Left to right, 1-1 correspondence … word, letter, first / last*  *Continue to develop P1 phonological awareness, focusing on:*  Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting *… blending, segmenting*  Read individual letters by saying the sounds for them  Secure P2 phonics *… phoneme, grapheme, alphabet*  Blend sounds into words, so that they can read short words made up of known GPCs P2 □ VC words □ CVC words  Write name correctly  Use correct letter formation  Use some of their print and letter knowledge in their early writing  Begin to form lower-case letters correctly  Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs … spell  Use □ initial sounds □ VC □ CVC words  Write labels  Begin to write lists & captions, focusing on …label, caption, space  Oral rehearsal / vocabulary  Begin to reread what they have written | | Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*…fiction, non-fiction, set*  Retell story in small world / role play (in correct sequence) *beginning, middle, end, set*  Take on role of character using some story language  Talk about likes and dislikes of texts, rhymes and poems  Choose a book and begin to explain why *…because*  Begin to anticipate - where appropriate - some key events in stories *…predict / prediction*  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  *Continue to develop P1 phonological awareness, focusing on:*  Oral blending and segmenting.  Form most lower-case and some capital letters correctly  Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words  Write captions/phrases and begin to write simple sentences using known GPCs *…sentence, full stop, capital letter*  Include word spacing  Orally rehearse caption of sentence before writing  Re-read what they have written to make sure it makes sense  Begin to write a variety of □ fiction and nonfiction sentences / captions - instructions - how to make bread | | Oral blending and segmenting  Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *…sequence*  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.  Begin to notice some relationships between one text and another  Begin to comment on perceived links with own life experience or other experiences, *e.g. films, books*  Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words *(*  Write recognisable letters (lower case and capital) most of which are formed correctly  Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs CVC words  Write simple phrases and sentences that can be read by others  Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter  Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as 2-3 part story *(e.g. using story map/*planner)  Instructions, Fact cards *(e.g. using a ‘spidergram’ to collate*  *information)* | |
| **Phonics** | | | | | |
| Little Wandle Letters and Sounds | **Phase Two;** Autumn 1 Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f  New tricky words: l is I the  Autumn 2: Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk  Tricky words; put\* pull\* full\* as and has his her go no to into she push\* he of we me be  words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) | | **Phase Three;** Revisit taught sounds & teach root sound;  Phonics lessons will be based around learning new phonemes as set out below along with the tricky words; was, you, they, my, all, are, sure, pure.  Week 1: ai ee igh oa  Week 2: oo oo ar or was you they  Week 3: ur ow oi ear my by all  Week 4: air er  words with double letters: dd mm tt bb rr gg pp ff  are sure pure  Week 5: longer words  Children will begin to familiarise with compound words such as carpark, | | **Phase Four**; Revisit taught sounds and adjacent consonants  *Phonics lessons will be based around learning new phonemes as set out below along with the tricky words “said, so, have, like, some, come, love, do, were, here, little say, there, when, what, one, out, today”.*  *Week1: short vowels CVCC said so have lie*  *Week 2: short vowels CVCC CCVC some come love do*  *Week 3: short vowels CCVCC CCCVC CCCVCC*  *longer words were here little says*  *Week 4: longer words*  *compound words there when what one*  *Week5: root words ending in:*  *–ing, –ed /t/, –ed /id/ /ed/ –es* | |
| **Maths** | | | | | | |
| **Cardinality and counting** | Counting of sets of objects 1 -3  Children are taught to understand that the last number is the total number | Children count sets up to 5 and begin to understand that as we count each number is 1 more than the one before.  Subitising 1,2,3 | Counting of sets of objects 1-5 and focus on how many there are altogether  Subitise to 5 | When counting children secure their knowledge of the Stable order principle to 5  Subitise to 6 | Children become secure with their counting and can count out a set of objects from a larger set.  They can count/recite numbers beyond 20  Subitise increasingly complex  Arrangements | Children count for a range of purposes |
| **Composition** | Children revisit numbers 1,2 and explore their composition | Children explore the composition of numbers within 3 and 4 | Composition of numbers within 3 4 and 5 and understand that the ‘whole’ is made up from parts | Children begin to explore the numbers 6 and 7 as numbers that are composed as 5 and a bit | Children will consolidate their understanding of composition of numbers by investigating the numbers within 7. They will compose and decompose numbers investigating part/part/whole relations | Children can apply knowledge of composition of numbers to solve mathematical problems in the form of subtraction and addition sums e.g. 10 is made from 7 and 3 therefore 7 + 3 = 10 with the use of manipulatives. |
| **Comparison** | Children make comparisons (same, different) to match and sort different objects and create sets | Children look at the comparison of numbers up to 4 by saying which is more and which is less | Children make comparisons between numbers 1- 5 using the language of more/fewer/equal to | Numerosity of sets and are encouraged to use the language of more and fewer as they as the focus is countable things. | They will use the language of more, equal to or less than to describe the relationships between numbers. | Sharing fairly with a focus on equal amounts |
| **Measures** | Time, Weight, Length  Height, Capacity | Weight | Length | Height | Time | Capacity |
| **Shape/space** | 2Dshapes and their properties  Circles and triangles  (Link to Kandinsky) | 2D shapes and their properties  Squares and rectangles | Spatial Understanding  Routes/Maps/positional language | Spatial understating | 3D shapes and their properties  Space - positional language with beebots | The relationship between shapes |
| **Pattern** | Patterns in the environment | Patterns in the environment and AB/ABC Patterns |  | Numerical patterns  . | Numerical patterns -  Children begin to recognise the word pattern embedded in most of our number names  Children use perceptual subitising skills to build on their understanding of equal amounts.  Children use manipulatives and pictorial representations to build on previous experiences with dice patterns and numbers of fingers to explore doubling quantities to 10 | Numerical patterns –  Once secure in their counting skills they will continue the counting sequence and identify missing numbers within it |
| **Communication and Language** | | | | | | |
| Speaking  Listening  And Attention | Use simple sentences to talk about themselves, their likes and dislikes.  They will talk about significant people and stories that they have heard.  Children will be supported to develop their skills in asking questions, understanding they need a response and will be encouraged to ask for help.  They will also develop social phrases such as how to approach others they want to play with.  Children will learn new vocabulary related to the topic and practice using this e.g. when in the role-play area dressing up as the different people who help us.  Children can talk about the seasons and the signs of Autumn | Children are able to listen to others and share their own ideas/experiences such as family traditions.  Children will listen attentively and respond to what they hear with relevant questions.  They will recall special times for themselves and their families and be able to talk about them with others.  Children will participate in discussions surrounding their festivals which are special to them and express their feelings about the festival. Peers will then ask questions for clarity and understanding of their festival.  They will learn and use new vocabulary in connection with the 5 main religions and celebrations. They will also learn new vocabulary through their light and dark investigations such as nocturnal and be able to use this when talking about groups of animals. | Children will listen to and talk about A hat for Mr Mountain. They will retell the story, once they have developed a deep familiarity with the text.  During class assemblies the children will talk about their own homes, their families and who they live with supported by photos shared by the parents and will enjoy talking about family members they have abroad and their experiences with them. They will express their feelings using full sentences, including the use of past, present and future tenses with modelling and support from the teacher.  Other children will then ask questions to clarify their understanding. | Children can retell a simple sequence of instructions – growing a plant.  The children will be able to offer explanations as to how plants grow from a seed and what conditions are needed. Children will use vocabulary from nonfiction books such as stem, seed, leaf, sunlight, water etc. Children will then continue to use this new vocabulary during continuous provision.  Children will understand questions such as ‘Why do we need to water the plants?’ Where does food come from?’  The children will also offer explanations as to how to stay healthy. They will also be able to talk to peers and teachers about eating healthily and exercising. They will use any new vocabulary in their domestic roleplay.  The children will retell the story of Jack and the Beanstalk/The little red hen and have a deep familiarity with the text and be able to speak with exact repetition and use some of their own words. | Children understand the comparison between right and wrong themes within traditional tales.  Children will enjoy listening to longer stories and will remember much of what happens.  Children will engage in a range of nonfiction books about Dinosaurs and will use any new vocabulary during continuous provision. Children will confidently talk to their peers and share new facts. | Can talk about what’s good for our environment and how we can help to protect it.  Children use intonation when reading or acting out a play narrative.  Children are able to express their point of view on how we can keep the ocean, school and streets tidy. Children will also have opportunities to debate using words as well as actions.  Children to make comments after listening attentively to how the world is changing through littering and pollution. |
| Key vocab | *Family; Mum, brother, sister, Nan, grandad etc, like, dislike, home, Doctor, nurse, teacher, dentist, refuge worker, librarian, policeman, firefighter, paramedic, emergency seasons, Summer, Autumn, weather*  *Friends, feelings, baby, infant, senses, touch, taste, sound, sight , smell* | *Christianity, Islam, Hinduism, Sikhism, Judaism, beliefs, religion, faith, celebrations, festivals, culture, Diwali, Christmas, Hanukkah, bonfire night, Halloween, Easter, birthday*  *Autumn, winter, nocturnal, night, day, axis, Earth, sun, star, planet* | *School, street, local area, town, city, country, England, United Kingdom, Ashbury Meadow, Beswick, Manchester*  *Winter, landscape, buildings, highrise, houses, shantis, bridges, stadium, library, school.* | *Growing, life, lifecycle, metamorphosis, foetus, baby, toddler, infant, child, teenager, adult, elderly, frogspawn, tadpole, froglet, frog, change, environment*  *Winter, spring, plants, petals, stem, flower, leaves, roots farm, mill,* | *Animals (various) dinosaurs, extinct, endangered, environment, evolution, past, present, Mammals, Amphibians, fish, reptiles, birds.*  *Spring Summer, wild, domestic, vet, pets* | *Summer, Earth, planets, solar system, space, gravity, environment, eco, recycle, reduce, reuse ocean, pollution, change , plastic, paper, metal, glass, ocean, ice, melting, global warming* |
| **Physical Development** | | | | | | |
|  | PE with CITC  Animals  **End Point:** Focusing on fundamental of movement of animals, exploring personal emotions and wellbeing  **Component Knowledge:**  Balancing on 1 leg  Jump using both feet  Moving body freely  Rolling with both hands towards a target  Receiving a rolling ball  Using the foot to move the ball, kick and chase | PE with CITC  Transport  **End Point:**  Discover different modes of transport.  **Component Knowledge:**  Running to stop on 1 leg  Landing with both feet  Changing pace and stopping  Up in the air with two hands  Catching from a small distance with both hands  Varied touches under control  Balancing and hopping on 1 leg | PE with CITC  Healthy Me  **End Point:**  Understand the importance of a healthy lifestyle through books, exercise, food and hygiene.  **Component Knowledge:**  Skipping with height and speed  Changing direction at pace  Bouncing to the floor  Catching a bouncing ball  Changing pace and then stopping the ball | PE with CITC  Characters and roleplaying  **End Point:**  Using your imagination and linking into children’s hobbies and interests.  **Component Knowledge:**  Manipulating body to balance  Hopping with coordination to use both feet  Varying stride length and using tip toes  Directed with 1 hand  Catching with 1 hand | PE with CITC  Around the world  **End Point:**  Discovering language, weather and different areas of the planet and space.  **Component Knowledge:**  Changing direction under control  Balancing on 1 leg whilst holding an object  Jump and landing on 1 and both feet  Manipulating body to dodge  Aiming to hit a target with 1 and both hands  Catching from a long distance | PE with  Summer activities  **End Point:**  Creative and fun structured sessions around some common family activities.  **Component Knowledge:**  Balancing (combining skills)  Jumping (combining skills)  Throwing (combining skills)  Kicking (combining skills) |
| Gross Motor  These activities will be planned in for prime time/outside cont.prov  Fine-motor  Handwriting | Spatial awareness and multi- step instruction games. Running, jumping, using tricycles and scooters outside with increasing control.  Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough. Drawing myself; what features do I have  Pre- letter join children to participate in gross and fine motor activities and repeat some of the pattern sequences to embed their correct pencil grip and make this consistent across the cohort with the new to Ashbury pupils | Spatial awareness and coordination games, throwing and catching. Dance to music, moving with control around the floor  Traditional Indian dancing - Bavrang during Diwali  Small tools; cutlery, tweezers, pipettes, scissors. Drawing maps, transport, junk modelling vehicles.  Children  will practise the formation of the **easy letters** from the letter join scheme:  week 1: ilt  week2: uwe  week 3: co  week 4: ad  week 5: nmh  week 6: consolidate  week 7: word practise  Ensure the use of correct writing positions during hand writing sessions, ensuring LH children are sat in the right place at a table, with their paper in the correct position. | Invasion games, throwing and catching. Balance- standing on one leg, walking along a bench, climbing  Small tools; cutlery, tweezers, pipettes, scissors. Drawing and painting.  Children will practise their formation of the **harder letters** from the letter join scheme:  week 1: jy  week2: gq  week 3: bpk  week 4: vsr  week 5: fxz  week 6: consolidate  week 7: word practise | Team games and ball skills including using a racquet. Running, jumping, hopping from foot to foot, running around obstacles  Dance routine - form of exercise  Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals. Drawing and painting plants and flowers, leaf rubbings, pencil control.  Children  will revisit the formation of the **easy and hard letters** from the letter join scheme:  week 1: ilt  jy  week2: uwe gq  week 3: co bpk  week 4: ad vsr  week 5: nmh fxr  week 6: **consolidate with easy and then harder word practise from the LJ scheme** | Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope  Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control  Begin to practise **Upper case letters** in weekly handwriting sessions  Children use the word practise for the letter groups to practise their letter formation and begin to show consistency in their formation of all letters and represent ascenders and descenders accurately in their writing with support of the twinkle sky, grass and soil sheets | Racing and obstacle courses – skills for sports day. Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.  Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough. Drawing, painting, weaving or simple sewing  Children consolidate their knowledge of the letters and can form most accurately showing an understanding between the ascenders and descenders, lower case and capital. |
| **PSED** | | | | | | |
| **https://lh3.googleusercontent.com/3y10zyeVwkkexqvMLGN6ARc2hpDaE6C_1ixb5ox2W4H_eFjwNIdDUi30xjawrnK68QKEExcDlWsVU-HQsP71fW3nXfqZ7PL3mLE3HP5uZVwROMW9HJWFYT_W41I-oOjxWrooZc0e7GK0ijBjrjkTyg** | Me and My Relationships    Children focus on self, they revisit the amazing things our bodies can do in connection with the senses and look at similarities and differences between themselves and their classmates in terms of appearance (self- portraits) and things they like and enjoy appreciating that we are all special. | Valuing Difference  Children build on their knowledge of similarities and differences between themselves and peers by using photos of their families to talk about the people that are special to them. They discuss family traditions and cultural celebrations in connection with the different religions and build on their respect for different beliefs. | Rights and Respect  Children now feel confident in the environment and strong relationships between new friends and teachers will have been built. Children are taught that to maintain these relationships respect and appreciation for each other and what we do is paramount. Children understand that it’s important to help at home, and to respect their own property and the property at school and the environment. | Being my best and some from Growing/Changing  Through the topic of Growing, children learn about all the factors involved in maintaining a ‘healthy lifestyle’ (in addition to food from investigation) thinking about the importance of sleep, mental health and exercise.  They learn about different life cycles in particular the life cycle of a human.  They also understand the importance of resilience, persevering when things are tough to reach their goals. | Keeping myself safe  In this term the children are able to reinforce their knowledge of all the people that keep us safe (from People who help us Aut 1) and explore safety and dangers in more depth including; E safety, what’s safe to go into their bodies, strangers and other safety both indoors and out. | Growing/Changing  Children review all the seasons and consider all the changes they have seen over the start of the year in comparison to now.  They think in depth about how they have changes in the space of a year reviewing photos from the beginning of reception and for some Nursery and think about the changes that will be happening as they move into year one. |
| **Understanding the World** | | | | | | |
| Natural World People and Communities/  Past and Present | Children begin to use the language of past and present when looking at the class timetable and settling into their new routine. They also make comparisons when considering how they have grown and changed using images sent in from parents as babies and use the class camera/ipad to take pictures of themselves now.  Through discussions with adults and peers they are asked about their weekend or things they have to look forward to and are encouraged to share their experiences.  **Special people;** children are supported to talk about the special people in their lives (family) and are able to consider the similarities and differences between them and their peers.  In Investigation they explore special people around school and in the wider community with a focus on  **People who help us** e.g. teachers, dinner ladies, doctors, police officers, refuge collectors etc, children make links to family job roles.  In the daily calendar children discuss the season and make observations about changes to the environment outdoors.  My Body, My Senses**;** Naming our body parts, sense and being healthy. Looking at how to look after myself (self-care such as dressing, outing on shoes/coast, washing hands etc)  Our local Environment;  What do children pass on their way to school? What is our local area like? Woodland, parks, pond, river, field, roads, street etc. | **Celebrations and Festivals**;  Through class assemblies’ children build on their knowledge of celebrations from Nursery to explore the 5 main religions in depth and link to their own religious beliefs and cultural traditions.  Children begin to understand that the celebrations they take part in have taken place for many years  When learning about the nativity, children begin to understand why Mary travelled on a donkey  **Family** **celebrations**; Weddings, birthdays, Halloween, Christmas, Diwali, Hanukkah etc  Exploring the differences between how I and how others celebrate.  **Special** **Places**; church  **Light and Dark**; Children go on an environmental walk and take pictures on the ipads of their observations of the changing seasons and discuss what they notice e.g. leaves changing colour and falling, outside becoming dark sooner.  Children think in more depth about the changes that occur in a full day and explore what is happening when it is light and when it is dark (Night and day). They discover how shadows are formed through cause and effect.  They begin to think about different animals - looking back at previous focus texts (owl babies) and learn that some animals are nocturnal and what this means. | **My Environment;** Using digimaps for schools and google maps, children reinforce their knowledge of the local area (Beswick) and look at similarities and differences between their homes.  Children use photographs to begin to understand the history of the local area and buildings e.g. what was here before school was built? Etihad/Asda?  Through the literacy texts, children make links to their own family and cultures and compare similarities and differences.  **Landscapes** – Children begin to explore the similarities and differences between landscapes in (Local area -Beswick) connection to our focus texts (A hat for Mr Mountain and Handa’s surprise) and other countries we may have visited.  Children look at similarities and differences between buildings and structures and consider their purpose (The Etihad, our school, The Bang) and explore changes over time.  Through the daily calendar discussions Children are developing their understanding of past, present and future in connection to weeks/days/morning/afternoons | **Growing**; Observing natural processes and changes  Life Cycles; Beans/Humans/butterfly, they take photos and create a bean diary.  Children are able to make connections to past/present and future when thinking about the stages of the human lifecycle and linking to where they are now in the life cycle or other family members.  Observing food similarities /differences/food groups/food from around the world  **Changing states of matter** - melting chocolate for Easter nests/ baking their own bread.  Through our investigation of where food comes from children begin to make comparisons between the past and now in terms of the equipment available to get food on the shelves e.g. old mills in comparison to modern factories.  The celebration of Easter | **Animals;** Comparing Animals and Places.  Through a focus on dinosaurs’ children begin to understand about animals from the past that no longer live (extinct) and consider why this might be?  They explore animal features and their contrasting environments/ habitats.  They begin to group animals exploring the different classification of mammals, amphibians, Birds, invertebrates, reptiles, fish.  **Farm**: Explore why we have farms and what they produce  Explore farms in other countries; where does our food come from?  **Paleontologists/vets/zoo keepers/farmer** children learn more about people who work with animals in their everyday lives | **Our Universe;** children get opportunities to look at the universe and understand that the world is just one of the planets in our solar system.  Through a focus on becoming **eco-warriors** they explore the changes to Earth over the years and consider why/the impact of our actions- pollution/littering etc.  **Materials;** Investigating Materials and thinking **about** how they are used and why (simple properties)  **Including** **Recycling**: Exploring why and how we recycle.   **Changing states**; observing changes to material (freezing, melting, combining). Commenting on and exploring changes to foods (cooking)  **Historic events** - The first man to land on the moon Neil Armstrong  The Celebration of Eid |
| **Expressive Arts & Design** | | | | | | |
| Creating with Materials  Art elements;  Line  Shape  Colour  Form  Space  Texture  Tone  Pattern | Children develop their **Drawing** skills by paying close attention to the **lines** and **shapes** of different things e.g. when creating self-portraits making a large circle for the face and small circles for the eyes.  Knowledge of **colours** are continually reinforced but within EAAD children think about colour in more depth in relation to themselves – their eye and hair colour, skin colour and begin to think about the different **tones.** | Children make connections between **colours** and the changing seasons.  They begin to explore different **textures** through activities such as leaf rubbings.  In connection to the topic (celebrations) children explore how they can create **different effects**  Using the [Purple Mash by 2Simple](https://www.purplemash.com/app/tools/2paintapic)    Children create autumn tree paintings and Rangoli patterns.  Children create their own props to act out stories – silhouettes | **Materials**: Children explore the different materials that hats are made from; straw, wool, leather, cotton. They look at how they can **join and combine materials** to achieve different effects; e.g. when making Weaving baskets in connection with Handa’s surprise.  Children **design** and make their own hats and apply their knowledge of line, shape and form to help them do this. They think about the type of **texture** they want and how they can use different materials to achieve this.  They also explore how they can **join** and **combine materials** to achieve different effects - papier mache to make their own ‘Earth’ balloons | **Drawing;arrangement and detail**  Through exploration of the artist Van Gogh children use models to help them perfect their drawings concentrating on the shapes and lines they make.  They are encouraged to carry out observation drawings of flowers inside and outside building on their skill of sketching from the previous term.  They then **paint** their drawings to make duplicates of Van Gogh’s sunflowers painting and look at look at mixing colours to create desired colours and different tones. | Through exploration of the Artist Andy Goldsworthy children begin to understand Art in different **forms** – sculptures/arrangements  They explore the art to think about **shapes** that are created and make their own shapes from different natural resources to create art.  Thedy make arrangements and also imprints from the natural resources.  Children show development in their **drawings** – paying close attention to **shape** and form to create clearer **drawings** of animals.  Children explore the use of salt dough to make ‘dinosaur fossils’ and in the playdough as part of the rainbow challenge they use a range of resources to make dinosaurs. | Linking with the topic Our Universe and eco warriors children re-explore how they can **join** and **combine materials** in different ways/using different techniques – They make their own planets out of papier-mâché’s.  Through exploration of the artist Claude Monet – Children look at the use of **different media** to create a desired outcome – e.g. water colours instead of paint or pastels. They also use the Impressionism app on Purple mash [Purple Mash by 2Simple](https://www.purplemash.com/app/tools/2paintapic)  to create representations of his paintings.  They reinforce their knowledge of colour in connection to seasons e.g. spring **colours** – yellows, greens, pale blues. |
| Artists:  (Creative area Artist of the term) | Kandinsky (circles and triangles) | Kathy Jeffers | L.S Lowry  People standing about | Van Gogh- sunflowers | Andy Goldsworthy | Claude Monet - Water lilies |
| Being Imaginative | Me  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.  **Domestic Role-play:**  **New Baby** | My stories  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.  **Domestic Role-play: Celebrations** | Everyone  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.  **Domestic Role-play: Fix it time** | Our World  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.  **Domestic Role-play:**  **Healthy Living** | Big Bear Funk  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.    **Domestic Role-play:**  **New Puppy** | Reflect, rewind and replay  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.  **Domestic Role-play:**  **Holiday time** |
| Trips and experiences | Cooking sessions - Fruit flapjacks/Autumnal soup - pumpkin  Visit from emergency services; nurse, fire brigade and Police Library visit | Cooking sessions - Vegetable biryani  Harvest Festival  Halloween  Diwali  Christmas Production | Cooking sessions - pancakes  D&T Morning – designing and making hats – fashion show  Stockport Hat Factory  Valentines Day | Cooking sessions- Baking bread  Chick eggs in class/Caterpillars  Easter  Mothers day tea party  Ramadan | Cooking sessions - Samosas (Eid)   Travelling Farm Trip/Andrew and His animals | Blue planet/Tatton park  Fathers Day Stay and Play  Transition days  Making Milkshakes |
| Homework  Alongside weekly phonics and maths | Family Fact File and baby photographs | My Celebrations | My House | Growing a sunflower | Family Pets | Make something creative at home from your household recycling |

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