

Filey Infants EYFS Reception Long Term Planning

Area of Learning	Autumn 1 Amazing Me	Autumn 2 Terrific Tales	Spring 1 Amazing Animals	Spring 2 Come Outside	Summer 1 Time to Grow	Summer 2 Fun at the Seaside
Possible Themes/Interests/Lines of Enquiry	Autumn Family	Autumn Traditional Tales Diwali Bonfire Night Christmas/Father Christmas story Christmas around the world	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring	Life cycles – Frog/butterfly/plant/sunflowers Local Area	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates
Core Text	Super Duper You Elmer I Don't Want Curly Hair The Colour Monster	Goldilocks and the Three Bears, Little Red Riding Hood, Deer Mother Goose The Jolly Postman/Christmas Jolly Postman	The Emperor's Egg The Polar Bear and the Snow Cloud, Lost and Found, One Snowy Night	The Paper Dolls, Jaspers Beanstalk Once There Were Giants,	Olivers Vegetables , Tadpoles Promise , The Odd Egg	The Singing Mermaid Captain Beastlies Pirate Party A House for Hermit Crab
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.			Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.	
Personal, Social and Emotional Development Self-regulation	<i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. <i>Build positive and respectful relationships.</i> Me within My World Supporting Books; Super Duper You When a Dragon goes to school.	<i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build positive and respectful relationships.</i> People in My World Me and My Important People Supporting Books:	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences. People in My World My Friends Supporting Books:	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Supporting Books	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i> Being Healthy and Safe in my World Supporting Books	<i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. Growing Up in My World Supporting Books I don't want to be small

		You matter. I don't want curly hair My Big Fantastic Family Papa Penguin The Girl with Two Dads			Papa Penguin Grow Strong!	
Religious Education	F5 Where do we belong? Key Questions – <i>How do we show respect for one another?</i> <i>How do you know what people are feeling?</i> <i>Where do you belong and how do you know you belong?</i>	Understanding Christianity: Incarnation F2 Key Question – <i>Why do Christians perform nativity plays at Christmas?</i>	Understanding Christianity: Creation F1 Key Question - <i>Why is the word God so important to Christians?</i>	Understanding Christianity: Salvation F3 Key Questions – <i>Why is Easter special to Christians?</i> <i>Why do Christians put a cross in an Easter garden?</i>	NY Agreed Syllabus: F3 Which places are special and why? Key Questions – <i>Where do you feel safe and why?</i> <i>Where is special to me?</i> <i>Where is a special place for believers to go and what makes this place special?</i>	NY Agreed Syllabus: F1 Which stories are special and why? Key Questions – <i>What is your favourite story?</i> <i>What stories do you know about Jesus? (Remember when you learnt about Incarnation and Salvation).</i> <i>What stories do you know that tell you how you should behave towards other people?</i> <i>What are the differences and similarities between different people's special stories? (Christian and Muslim stories).</i>
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
PE Focus	Multi-Skills	Dance	Develop the foundations of a handwriting style which is fast, accurate and efficient. . Gymnastics	Multi-skills	Games	Games
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, multiskills Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
Literacy	Comprehension: Learn Nursery rhymes and recite by heart. Answer questions about characters and events. Repeating vocabulary from Nursery Rhymes and embedding in Areas of Provision and making links to their own past and new experiences.	Comprehension: Learn Nursery rhymes and recite by heart. Answer questions about characters and events. Repeating vocabulary from Nursery Rhymes and embedding in Areas of Provision and making links to their own past and new experiences. Demonstrates understanding by retelling stories and narratives using their own words.	Comprehension: Learn Nursery rhymes and recite by heart. Answer questions about characters and events. Repeating vocabulary from Nursery Rhymes and embedding in Areas of Provision and making links to their own past and new experiences. Demonstrates understanding by retelling stories and narratives	Comprehension: Recites nursery rhymes by heart. Answer questions about characters and events. Repeating vocabulary from Nursery Rhymes and embedding in Areas of Provision and making links to their own past and new experiences. Demonstrates understanding by retelling stories and narratives using their own words. Anticipates key events in stories.	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.	Comprehension:

			using their own words. Anticipates key events in stories.			
Literacy	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Little Wandle.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Little Wandle.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letters–sound correspondences and, exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letters–sound correspondences and, exception words.	Word Reading: Read tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Learn Phase 2 grapheme, phoneme correspondence s, a, t, p, i, n, m, d, g, o, c, k, ck e, u, r, h, b, f Teach Tricky Words I, the, is	Phase 2 Learn Phase 2 grapheme, phoneme correspondence j, v, w, x, y, z, qu, th, sh, ch, ng, nk Teach Tricky Words as, and, has, his, her, go, no, to, into, she, he, of, we, me, be Blend with known letters for reading VC and CVC words. Blend words with s added to the end sits, hats etc. Orally segment for VC and CVC words for spelling	Phase 3 Consolidate skills as in Autumn 2 Learn Phase 3 grapheme, phoneme correspondence ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Teach Tricky words was, you, they my, by, all, are, sure, pure Blend and segment known sounds for reading and spelling VC, CVC, CVCC Blend and segment words containing two syllables.	Phase 3 Consolidate Phase 3 grapheme, phoneme correspondence ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Teach Tricky words Review taught tricky words to secure spelling. Blend longer words ending in g Blend and segment words containing two syllables.	Phase 4 Learn to read short vowel CVCC and CCVC words. Teach Tricky words said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. Continue to read longer words, including compound words, and root words ending in ing, ed, est Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 4 Learn to read long vowel CVCC and CCVC words. Teach Tricky words review taught tricky words to secure spelling. Continue to read longer words, including compound words, and root words ending in ing, ed, est Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name by copying it from a name card or try to write it from memory.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.

	<p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>			<p>correctly orientated. Include spaces between words.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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Mathematics	<p>Count objects, actions, and sounds. Subitise Subitising</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardnality, ordinality and counting</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. <p>composition</p> <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. <p>comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including ‘more than’ and ‘fewer than’ compare sets ‘just by looking’ <p>Shape, Space and Measure</p> <p>Circles and triangles Positional language</p>	<p>Subitising</p> <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardnality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>composition</p> <ul style="list-style-type: none"> explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>comparison</p> <ul style="list-style-type: none"> compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. <p>Shape, Space and Measure Shapes with 4 sides. Time</p>	<p>Subitising</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and ‘1 more’ continue to match arrangements to finger patterns. <p>Cardnality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. <p>composition</p> <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of ‘5 and a bit’. <p>comparison</p> <p>continue to compare sets using the language of comparison, and play games which involve comparing sets</p> <ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. <p>Shape, Space and Measure Comparing mass and capacity Time</p>	<p>Subitising</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. <p>Cardnality, ordinality and counting</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. <p>composition</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. <p>comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system. <p>Shape, Space and Measure 2D and 3D shapes Patterns Time</p>	<p>Subitising</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardnality, ordinality and counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. <p>composition</p> <ul style="list-style-type: none"> explore the composition of 10. <p>comparison</p> <ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. <p>Shape, Space and Measure Spatial reasoning 2D and 3D shape Patterns</p>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
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r			<ul style="list-style-type: none">Caring MassComparing Capacity			
Understanding the World	<p>Chronology: <i>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. eg mum dad, brother, sister grandma, aunts etc</i></p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community, police, fire service, doctors, dentist, teachers. .</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Retell different fairy tales including Goldilocks and the Three Bears and Little Red Riding Hood</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p>	<p>Chronology: Visually represent their own day on a simple timeline</p>	<p>Chronology: Talk about and understand key changes in their own lifetime. I used to be a baby, I used to be in Nursery. I am now in Reception</p> <p>Enquiry: Describe images of familiar situations in the past. Pancake Day, Easter.</p>	<p>Chronology: Recount an event including things that happened before they were born. Parents as children. when their parents got married.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: <i>Comment on images of familiar situations in the past. Explore pictures, stories, artefacts and accounts from the past.</i> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Filey and Scarborough as Seaside destinations.</p>
	Begin to develop a sense of continuity and change by being able <i>to compare and contrast characters from stories throughout the year, including figures from the past.</i> Using Little People, Big Dreams books.					
	<p>Respect: Themselves, special things in their own lives.</p> <p>- Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>- Look closely at and make comparisons between this country and the lives of people in other countries within the world</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: <i>Understand that some places are special to members of their community.</i></p>	<p>Respect: Animals and know how to care for an animal/pets including Bonnie</p>

	<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, around school, seating maps, nature area map and read commons signs and logos.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p> <p>Identify on a map - Recognise some environments that are different to the one in which they live ., Antarctica.</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Linked to animals that live in cold environments and animals that live in hot environments</p>	<p>Mapping: Complete a simple BeeBot program using a grid map of Filey. Identify different locations in Filey. Bird garden, Tesco's, Beach</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: <i>Draw information from a simple map</i> and identify familiar villages, towns, cities. (Filey Hunmanby, Briglington, York)</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, beach, cliff, shop. Use photos and pictures to locate places and places on a simple map</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places. Eg church</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p>Mapping: t.Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
	<p>Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></p> <p>Observation: <i>Explore the natural world around them</i> by continually looking at the change in seasons,Talk about and compare the weather on different days, and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					
Expressive Arts and Design	<p>Art</p> <p>Drawing</p> <p>Children will draw self portraits and other objects to develop their small motor skills so that they can use drawing implements competently, safely and confidently. experimenting with colour, line and shape. Children will express their own ideas and feelings through drawing, such as what they want to be when they grow up, and special people in their life.</p> <p>Painting</p> <p>Children will explore colour mixing and use a range of different sized paint brushes to experiment with colour, form and design.</p>	<p>Art</p> <p>Drawing</p> <p>Within the provision children will have opportunities to use a range of small tools including drawing implements such as pencils, felt tips and pastels. Children will continue to develop their small motor skills so that they can use drawing implements competently, safely and confidently. experimenting with colour, line and shape.</p> <p>Painting</p> <p>Children will begin to use a range of materials and techniques including ready mix poster paint,</p>	<p>Art</p> <p>3D</p> <p>Children will use a variety of malleable materials to create form including playdough, salt dough, clay and cornflour. They will recreate characters from the books ‘The Polar Bear and the Snow Cloud’ and ‘The Emperor's Egg’ by using natural materials to create a sculpture. They will use a range of small tools, including scissors, rolling pins and modelling tools.</p> <p>Painting</p> <p>Children will paint Emperor Penguins experiments with colour, design and form. They will share their creations, explaining the process they have used.They will talk about the colours and shapes in their</p>	<p>Art</p> <p>Artist study – Kandinsky Children will look at ‘Circles in a circle’ and ‘Soft Hard’</p> <p>Printing Children will make links to shapes in maths and create work by Kandinsky using a range of small tools, including sponges and rollers to create a print. They will use fingers to create a print.</p> <p>Children will create art on a large scale by exploring a variety of materials, tools and techniques including natural and man made objects for printing. Through this children will share their creations, explaining the process they have used.</p>	<p>Art</p> <p>Artist Study – Matisse- Children will look at ‘The Goldfish’ and ‘Snail’ and use their own skills to recreate these pieces of art.</p> <p>Collage</p> <p>Children will look at the piece of artwork ‘Snail’ and Use pva glue and glue sticks and a variety of paper types to create a collage. They will explore colour and texture in collage and talk about how they made their collage.</p> <p>Drawing</p> <p>Children will develop their small motor skills so that they can use drawing implements competently, safely and confidently. experimenting with colour, line and</p>	<p>Art</p> <p>Artist Study – Monet Children will look at ‘Those Stacks of Wheat and ‘Impression Sunrise.</p> <p>Painting</p> <p>Through looking at works of Monet, children will develop their colour-mixing techniques to enable them to match the colours they see and want to represent. They will recreate pieces of his artwork to create a wash background, explore light and dark and use colour to explore mood. Name a wider range of colours.</p> <p>Music- Watch and talk about dance and performance art, expressing their feelings and responses.</p>

<p>Music Use their voice to sing and talk about the duration of a piece of music they have listened to on their own or as part of a group.</p> <p>Musication: Clap your hands and Body Percussion copy me</p> <p>Key song: Jolly Music - SeeSaw</p> <p>Key rhyme: Jolly Music - Teddy Bear rhyme</p>	<p>watercolours, water pots to wash brushes and palettes to mix colours. They will have opportunities to experiment with colour, design and form, and share their creations, explaining the process they have used.</p> <p>Music- Continue to sing in a group or on their own, increasingly matching the pitch and following the melody while being able to identify the different timbres of the voice (sing, speak, whisper).</p> <p>Musication: Deteggtive anderson (Level 1)</p> <p>Key songs: Nativity songs</p> <p>Jolly music - Yes we can!</p>	<p>paintings</p> <p>Music- Create their own songs, or improvise a song around one they know independently, returning to and building on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Musication - Colonel Hathi's March (The elephant song, Jungle Book)</p> <p>Key Song: Jolly Music - Up and Down</p>	<p>Drawing Children will draw pictures of animals and plants through making observations of the natural world around them.</p> <p>Music- Understand the importance of starting and ending together while following the conductor/ leader. They will create collaboratively sharing ideas, resources, and skills.</p> <p>Musication- Just can't wait to be King - Jungle Book</p> <p>Jolly Music - Consolidate all key rhymes and songs learnt this year</p>	<p>shape through observation drawing of different plant and flower arrangements.</p> <p>Music- Listen attentively, move to, and talk about music, expressing their feelings and responses and also play instruments with increasing control to express their feelings and ideas in spoken or written form.</p> <p>Musication - Can Can</p> <p>Jolly Music - Consolidate all key rhymes and songs learnt this year</p>	<p>Musication - Body Percussion Wellerman</p> <p>Jolly Music - Consolidate all key rhymes and songs learnt this year</p>
<p align="center">Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>					