

Long term Plan 2024-2025 - Year Reception (Foundation Stage 2)

Learning Mindsets: Respect, Responsibility, Resilience

Key Events/Parental Engagement

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (8 weeks)
Dentist visit Phonics workshop Library visit	Maths workshop EYFS Christmas fayre Christmas concert	Science workshop Church visit	Parent DT workshop - toys World Book Day Old toys from Weston Park Museum Easter bonnet parade and b/fast	Minibeast encounter Geography workshop EYFS SPORTS DAY	Wentworth Garden Centre Healthy eating workshop /Minibeast hunt/picnic

Topic/Theme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder...who is special starting school/our family's/how have I changed? /my interests/ people who help us/our community and locality	I wonder...what sparkles in the sky celebrations/Diwali/Bonfire night/Christmas/autumn/cultures/food/our celebrations	I wonder...when the snow falls Winter/changes in state/polar/comparing places/famous explorers	I wonder...what's in the box toys/toys from the past/materials of toys/how things work and move	I wonder...what's hiding in the garden mini beast/plants/ changes/lifecycles/ weather/seasons	I wonder...what's hiding in the garden CONTINUED Mini topic I wonder...where my dream will take me imagination/fantasy worlds/dreams and reflection/ superheroes

Role play themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Home corner Doctors	Campfire - Bonfire Night Home corner - birthday/Christmas (party)	We're going on a bear hunt Home corner (ice creams and ice trays- linked to changes in state).	Easter home corner Toy shop	Hungry Caterpillar café Garden centre	Garden centre ctd - week 3 Superhero headquarters

					Estate agents -link to transition
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Hook for learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children's own baby photos Visit from a baby Elephant 'poo' in classroom	A letter from teddy Party for teddy	Bear footprints in classroom Explorer rucksack found in the classroom Bear hunt around school Den building	Large empty boxes around the classroom Stick hunt in school grounds The lost toy Toy day	Caterpillars Real fruit left in the classroom with holes in	Beanstalk in the classroom Giant footprints Bean trail leading outdoors Magic beans left in the classroom with a message from Jack Evil pea problems to solve

Communication and Language

Listening, Attention and understanding
Speaking

The children's communication and language skills will be developed throughout their time in FS. Opportunities are provided through provision and the following activities:

- Listening and attention games
 - Singing
 - Rhyming activities
 - Circle time
- Story time/reading for pleasure
- Floor book - asking questions
 - Talk partners
 - Sharing news

Whole class reading sessions

Class bear to take home each week- start from

Literacy

Comprehension
Word reading (see phonics)
Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 Reading: Word reading and comprehension
 Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)
 

Class books: Elmer	Class books:	Class books: Going on a bear hunt	Class books: Not a box	Class books: The Very Hungry Caterpillar	Class books:
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<p>Reading Skills: Read individual letters by saying the sounds for them.</p> <p>Writing Skills: Writing Skills: <u>Composition (oral)</u> Describing Elmer Narrative - sequencing events <u>Transcription</u> Hear and record initial sounds in words.</p>	<p>Kipper's Birthday Elf hook</p> <p>Reading Skills: Anticipate - where appropriate - key events in stories Begin to retell stories. Use recently introduced vocabulary Blend sounds into words, so that they can read short words made up of known letter- sound correspondence s. Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending</p> <p>Writing Skills: <u>Composition (oral)</u> Describing Narrative - sequencing events <u>Transcription</u></p>	<p>Reading Skills: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Writing Skills: Writing</p> <p>Writing Skills: <u>Composition (oral)</u> Narrative - used repeated refrains, inventing</p> <p>Poetry Instructions - how to play hide and seek</p> <p><u>Transcription</u> Begin to write simple captions. Scaffolded narrative using structure 'I can see...I see...' and children complete structure.</p> <p>Instructions - how to play hide and seek</p> <p>Write short sentences with words with known</p>	<p>Lost in the toy museum.</p> <p>Reading Skills: Retell a story, joining in with repeated refrains Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing Skills: <u>Composition (oral)</u> Narrative - used repeated refrains, inventing</p> <p>Poetry Instructions - how to play hide and seek</p> <p><u>Transcription</u> Begin to write simple captions. Scaffolded narrative using structure 'I can</p>	<p>Reading Skills: Reading Skills: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Writing Skills: <u>Composition (oral)</u> Writing Narrative - Talk for writing Narrative - inventing own stories Description Poetry Write simple phrases and sentences that can be read by others using a pattern like 'it is a...' <u>Transcription</u> Scaffolded narrative using structure 'I can see...I see...' and children complete structure. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed.</p>	<p>Jack and the beanstalk Supertato</p> <p>Reading Skills: Reading Skills: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Writing Skills: <u>Composition (oral)</u> Writing Narrative - Talk for writing Narrative - inventing own stories Description Poetry Write simple phrases and sentences that can be read by others using a pattern like 'it is a...' <u>Transcription</u></p>
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	Hear and record initial sounds in words. Labels	sound-letter correspondences using a capital letter and full stop.	see...I see..." and children complete structure. Instructions - how to play hide and seek Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.		Scaffolded narrative using structure 'I can see...I see...' and children complete structure. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed.
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Our literacy is based around our core texts which are used within provision. Children have access to a range of non-fiction and fiction books. We have regular whole comprehension sessions and daily handwriting lessons.

Phonics (word reading)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline assessments	<u>Baseline assessments.</u> s/ <s> /a/ <a> /t/ <t >/p/ <p> /i/ <i>/n/ <n>/m/ <m>/d/ <d> I, the, no /g/ <g>/o/ <o>/c/ <c> <k> put, of, is/k/ <ck> /e/ <e> /u/ <u> /r/ <r> to, go, into /s/ <ss> <u>Assess and review week R:1</u> pull /h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll> as, his. <u>Assess and Review as needed.</u>	Phonics: /j/ <j> /v/ <v> /w/ <w> /ks/ <x> he, she, buses /y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch> we, me, be /sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk> push /ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> was, her -es (where there is no change to the root word) Assess and review week R:2 Review week R:3-my, you Assess and Review as needed.	Review week R:4 /oo/ <oo> (book) /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> they, all, are /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> /ure/ <ure> /er/ <er> /oa/ <ow> ball, tall Assess and review week R:5 Review week R:6	Review week R:7 said, so, have Review week R:8 were, out, like Review week R:9 some, come, there Review week R:10 little, one, do Assess and review week R:11 children, love Review week R:12	Phase 4:1 CVCC -ed /ed/ Phase 4:2 CCVC -ed /t/ Phase 4:3 CCVCC - ed /d/ Phase 4:4 CCCVC Assess and review week R:13 Phase 4:5 CCCVCC -er -est	/ai/ /ow/ /igh/ /ee/ -le oh, their /oi/ /ur/ /<y>oo/ /or/ people, Mr, Mrs /w/ /f/ /<y>oo/ /oa/ your, ask, should /or/ /ee/ /ai/ /ee/ would, could, asked Assess and review week R:14 house, mouse, water /igh/ /oa/ /<y>oo/ /s/ want, very Consolidate gaps

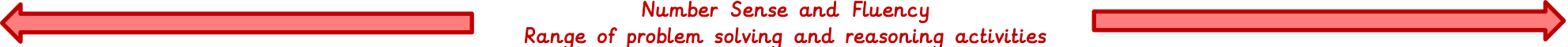
Mathematics

Number

Numerical patterns

*Shape, space and measures

(We use White Rose Maths scheme of learning)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p style="text-align: center;">Number Sense and Fluency Range of problem solving and reasoning activities</p>					
<p>Just like me! -match and sort, compare amounts -compare size, mass & capacity, exploring pattern</p> <p>It's me 1,2,3! -representing, comparing, composition 1,2,3 -circles and triangles, positional language</p> <p>Place value (to 2) Matching and sorting amounts Comparing amounts Representing Counting forwards and backwards More/less Odd and even</p> <p>Addition and Subtraction Composition</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures Circles Positional language</p>	<p>It's me 1,2,3! -representing, comparing, composition 1,2,3</p> <p>Light and dark -representing numbers to 5, one more or less -shapes with 4 sides, time</p> <p>Place value (to 5) Comparing amounts Representing Counting forwards and backwards Odd and even</p> <p>Addition and Subtraction One more/less Composition Problem solving</p> <p>Multiplication and division</p>	<p>Alive in 5 -introducing 0, comparing numbers to 5, composition of 4&5 -compare mass, compare capacity</p> <p>Growing 6,7,8! -making pairs, combining 2 groups -length & height, time</p> <p>Place value (to 7) Comparing amounts Representing Counting forwards and backwards Odd and even</p> <p>Addition and Subtraction One more/less Combining 2 groups Composition Problem solving</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures</p>	<p>Growing 6,7,8! -making pairs, combining 2 groups -length & height, time</p> <p>Building 9 & 10 -comparing numbers to 10, number bonds to 10 -3D shape, pattern</p> <p>Place value (to 10) Comparing amounts Representing Counting forwards and backwards Odd and even</p> <p>Addition and Subtraction One more/less Combining 2 groups Composition Number bonds to 10 Problem solving</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures Length/height</p>	<p>To 20 and beyond -building numbers beyond 10, counting patterns beyond 10 -spatial reasoning, math, rotate, manipulate</p> <p>First then, now -adding more, taking away - spatial reasoning, compose and decompose</p> <p>Place value (to 20) Comparing amounts Building numbers beyond 10 Counting patterns beyond 10 Odd and even</p> <p>Addition and Subtraction Taking away Adding more</p> <p>Shape, space and measures Length/height Spatial reasoning Compose and decompose shapes</p>	<p>Find my pattern -doubling, sharing and grouping, even and odd -spatial reasoning, visualise and build</p> <p>On the move -deepening understanding, patterns and relationships - spatial reasoning, mapping</p> <p>Place value (to 20) Comparing amounts Building numbers beyond 10 Counting patterns beyond 10 Deepening understanding, patterns and relationships Odd and even</p> <p>Addition and Subtraction Taking away Adding more</p> <p>Multiplication and division Doubling and halving</p>

Compare size, mass and capacity, exploring pattern	Doubling and halving Shape, space and measures Triangles Rectangles Squares Pentagons time	Comparing mass/capacity Length/height hexagons time	Time 3D shape Pattern		Sharing and grouping Shape, space and measures Length/height Spatial reasoning Compose and decompose shapes
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Personal, Social and Emotional Development

Self-regulation

Managing Self

Building Relationships

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> - Identifying feelings - Building positive relationships - Knowing the importance of sleep and tooth brushing - Class rules 	<ul style="list-style-type: none"> - Identifying and explaining feelings - Building independence (toileting, eating) - School rules 	<ul style="list-style-type: none"> - Setting goals - perseverance - Knowing right from wrong - Keeping healthy 	<ul style="list-style-type: none"> - Working as part of a group/class - Understanding others' feelings 	<ul style="list-style-type: none"> - Making healthy food choices - Working independently 	<ul style="list-style-type: none"> - Remaining focussed - Explaining right and wrong - Being resilient

Physical development/PE

Gross motor skills

Fine motor skills

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to PE	Dance	Gymnastics	Games <ul style="list-style-type: none"> - Movement skills 	Gymnastics <ul style="list-style-type: none"> - Travelling in different ways - Balancing 	Games/Sports day <ul style="list-style-type: none"> - Exploring different

<ul style="list-style-type: none"> - Finding and negotiating space - Moving in different ways (rolling, crawling, hopping, walking, jumping, skipping etc) - Playing games - Following instructions <p>Being safe in PE</p> <p>Fundamentals 1 (GSP4E).</p>	<ul style="list-style-type: none"> - Exploring space - Travelling in different ways - Balancing - Responding to music - Performing and giving feedback 	<ul style="list-style-type: none"> - Moving in different ways - Creating shapes - Rocking and rolling - Balances - Jumping and landing safely 	<ul style="list-style-type: none"> - Working with a partner/team - Taking turns - Following instructions <p>Ball skills - throwing, catching, dribbling, rolling</p>	<ul style="list-style-type: none"> - Jumping and landing - Combining movements to create sequences - Moving safely on equipment 	<p>ways of travelling</p> <ul style="list-style-type: none"> - Combining movements - Working as a team - Having control over objects - Taking part in races
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Children will have access to a range of fine motor activities through provision e.g. scissor skills, threading, making marks, using tweezers, handwriting

Understanding the world (incl. online safety)

Past and present (History)

People, Culture and Communities (RE)

The natural world (Geography, Science)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Our past (History)</p> <p>How do humans change as they grow? Look at the human life cycle from baby to elderly person and sequence the key life cycle changes incorporating important events. Discuss the sizes and explain that we get bigger in size as</p>	<p>Celebrations (RE)</p> <ul style="list-style-type: none"> - Special events and celebrations - Comparing celebrations - Different beliefs 	<p>Contrasting environments (Geography, Science)</p> <p>Investigating Hot and Cold Places</p> <p>Contrasting environments (Geography, Science)</p> <p>Similarities and differences</p> <p>Weather</p>	<p>Toys (History)</p> <p>We will name different types of toys.</p> <p>We will look at toys from the past and consider what materials were used.</p> <p>We will discuss how old toys worked. We will look at toys from the past and consider what</p>	<p>Growing - minibeast/plants (Geography, Science)</p> <ul style="list-style-type: none"> - Lifecycles, sequences - Observations over time - Explore the natural world around them. - Make observations and drawing pictures of animals and plants (linked to garden topic) - Recognise some environments that are different from the one they live. <p>Seasons</p> <ul style="list-style-type: none"> - Spring - what has changed? 	<p>Who is in my Family?</p> <p>Grandma's Bill book as a focus text.</p> <p>Baby toddler child teenager adult old older young younger</p>

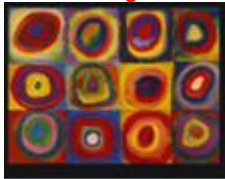
<p>we grow older. Explain the different abilities and the different things that we can do as we get older and discuss the different phases that we go through. As part of this, we will sequence key life cycle stages in our lives and discuss important events at each stage.</p> <ul style="list-style-type: none"> - How I have changed since I was a baby - Past and present events in our lives and family members - Similarities and differences - Discussing our family tree- who is older? Who is the youngest? How are members of your family similar/different? - Families - similarities and differences between each other's families 	<ul style="list-style-type: none"> - Food and clothes in celebrations - Bonfire night, Christmas, Diwali <p>Seasons</p> <ul style="list-style-type: none"> - Autumn - what has changed? - weather - clothing <p>Key concepts: Comparing, similarities and differences</p> <p>Historical event (Bonfire night)</p> <ul style="list-style-type: none"> - what happened, why is it a significant event? 	<p>Changing states of matter - water, freezing</p> <p>Observations over time</p> <p>Looking at other countries which are cold-similarities and differences.</p> <p>Know the name of the 4 SEASONS.</p> <p>Know basic vocabulary for weather.</p> <p>Types of clothes needed for cold temperatures.</p> <p>Know that there are hot and cold places in the world.</p> <p>Weather in Sheffield/UK</p> <p>Is it always the same in all parts of the UK?</p> <p>F2 thermometer-recording temperature (increase/decrease)</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) 	<p>materials were used and look at sorting toys into sets to see how they work.</p> <p>We will ask the question - How do they compare to the toys that we have now?</p> <ul style="list-style-type: none"> - We will look at the question of how and why has the same style of toy changed over time? - Comparing - similarities and differences - How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time? <p>We will sort toys from the past and present and consider which toys are no</p>	<ul style="list-style-type: none"> - weather - comparing to autumn and winter <p>Key concepts: Change, predicting, testing, asking questions.</p> <p>Investigating the outside of our school</p> <p>Map skills (linked to topic) - use map skills to locate outside features of school.</p> <p>Explore the external world around them, making observations and drawing pictures of animals and plants (linked to garden topic)</p> <p>Field Work and Map Skills</p> <p>What words can I use to describe where the garden area is/ animals and plants found, forward backward near far left right?</p> <p>Describe the route from their classroom to the field-positional language-up down left, right</p> <p>Use of simple compass directions N/S</p> <p>Our school from above-use aerial map to identify school and the features around the school.</p> <p>Which parts of the external school grounds do they use/not use.</p> <p>Label a map of the external areas of the school-writing what they do/don't do there.</p> <p>Make simple maps showing play areas/no go areas for the next F2 class.</p> <p>Hot Weather Observations- clouds/temperature/sunlight</p>	<p>Generations</p> <p>Grandparents Great grandparents Relationships Special Past Present Birthdays Weddings Christenings Parties generations</p> <p>Who is in my family?</p> <p>Who is in my wider family?</p> <p>Celebrations with families?</p> <p>Changes (linked to transition - linked to PSED).</p> <ul style="list-style-type: none"> - how we have changed, looking at our journey through the year, including significant events through the foundation year - Discuss what we are looking
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<p>within the class</p> <ul style="list-style-type: none"> - People who help us/are special to us <p>Key concepts: Change and continuity, chronology.</p> <p>Investigating our school</p> <p>Our immediate environment (classroom and school)</p> <p>Locating different parts of the classroom and school and roles within the school</p> <p>What is our school called?</p> <p>Place-What is the address?</p> <p>Roles within our wider community</p> <p>People who help us in our community and locality</p> <p>What jobs do people do in school-interview office/cook/caretaker/cleaner/other teachers?</p> <p>Different Cultures</p> <p>How different cultures celebrate different festivals around the world.</p> <p>Field Work and Map Skills</p>	<p>How do we celebrate Bonfire Night in Britain?</p> <ul style="list-style-type: none"> - Sequencing the story of Guy Fawkes <p>Comparing past and present images of celebrations of Bonfire Night</p> <p>CONCEPTS- Time, change and chronology, Similarity and difference, Significance, Interpretations, Historical evidence</p>	<ul style="list-style-type: none"> • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites. <p>Seasons</p> <ul style="list-style-type: none"> - Winter - what has changed? - weather - comparing to autumn - what is different? What is the same? - Sorting and matching items to seasons - Understand the effect of changing seasons on the natural world around them <p>Key concepts: Place, environment</p>	<p>longer made and how they have changed over time (e.g. battery powered toys). We will consider the significance and impact of this.</p> <p>We will compare the toys and look at the similarities and differences in what toys were made of.</p> <p>Toys from the present</p> <ul style="list-style-type: none"> - Naming different types of toys - Which toys are no longer made? - Sorting how toys work and how that has changed over time (e.g. battery powered). <p>Key concepts: Change and continuity, chronology.</p>	<p>Winter/Spring - what has changed?</p> <p>Weather</p> <p>Comparing to autumn - what is different? What is the same?</p> <p>Sorting and matching clothing items to seasons</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites. 	<p>forward to in Year 1</p> <p>Key concepts:</p> <p>Changes, chronology</p>
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<p>Where am I (in the room-what parts of the room do I use - positional language next to above behind in front)</p> <p>Take pictures of class toy in different places and make a photo montage using positional language. Create sound maps around school-what different sounds do I hear- kitchen/office/classrooms/hall</p> <p>Map journeys around school to hall/field/home mapping different places in the building can pupil name-hall office, kitchen, other classrooms, ICT room.</p> <p>Who works in these spaces?</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their 		<p>Predicting, testing</p> <p>MAP SKILLS - Cold Places -where are they in relation to where we are?</p>			
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<p>impact on the environment</p> <ul style="list-style-type: none"> • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites 					
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Expressive art and design
 Creating with materials
 Being imaginative and expressive

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I wonder...who is special</p> <p>Painting/Collage/ Drawing</p> <p>Research: Colour: Kandinsky</p>  <p>Text: The dot by Peter H Reynolds</p> <p>Developing skills:</p> <ul style="list-style-type: none"> -Naming colours -Experimenting with and using primary colours -Colour mixing 	<p>I wonder...what sparkles in the sky</p> <p>Painting/Collage/Drawing/Printing</p> <p>Research: Bonfire night, firework videos</p> <p>Developing skills:</p> <ul style="list-style-type: none"> -Handling, manipulating and enjoying using materials -Exploring a range of materials, 	<p>Food- changes of state</p> <p>Developing skills (investigate and explore):</p> <ul style="list-style-type: none"> -Researching and investigating a range of healthy smoothies -Making choices about equipment -Handling tools and equipment safely and with control -Cutting fruits -Observing and discussing changes 	<p>Technique - combining media and materials</p> <p>To explore ways of joining materials in the most effective way to create 3D models.</p> <p>To explore strengthening and stiffening materials</p> <p>Developing skills (investigate and explore):</p> <ul style="list-style-type: none"> -Designing toys and puppets, making choices about materials 	<p>I wonder...what's hiding in the garden</p> <p>Painting/Collage/Drawing/3D art</p> <p>Developing skills:</p> <ul style="list-style-type: none"> -Exploring of a range of surface textures inside and outside -Rubbings -Safely using a range of tools and techniques -Combining effects to create -Creating textures <p>Applying skills:</p> <p>Observational drawings of plants and animals</p> <p>Clay mini beast</p> <p>Mixed media minibeast</p> <p>Summer seasonal art</p> <p>Sing up</p>	<p>Combining media and materials for a planned effect</p> <p>Explore hinges and fastenings</p> <p>Developing skills (investigate and explore):</p> <ul style="list-style-type: none"> -Designing models to achieve a desired effect -Combining media and materials -Joining materials together effectively -Adapting models to improve

<p>-Using a range of tools to make coloured marks on paper -Beginning to use a variety of drawing tools -Investigating different lines and shapes</p> <p>Applying skills: Colour mixing with powder paints Drawing and painting self portraits</p> <p><u>Sing up</u></p>	<p>tools and techniques -Creating representations -Printing with a variety of objects</p> <p>Applying skills: Chalk firework pictures Winter art</p> <p><u>Sing up</u></p>	<p><u>Applying skills (designing and making):</u> -cutting fruit - smoothies -melting chocolate - rice crispie cakes</p> <p><u>Sing up</u></p> <p>No Art Unit taught within Spring Term ** DT Focus **</p> <p>Retrieval Practice focussed on skills taught in the Autumn Term to be planned for within Art</p>	<p>-Observing how materials are joined together -Experimenting joining materials together in different ways -Considering an object's surface, size and shape when choosing a method of joining</p> <p><u>Applying skills (designing and making):</u> -Junk model toys -Moving puppets</p> <p><u>Sing up</u></p> <p>No Art Unit taught within Spring Term ** DT Focus **</p> <p>Retrieval Practice focussed on skills taught in the Autumn Term to be planned for within Art Provision Areas</p>		<p>-Weaving to create dream catchers</p> <p><u>Applying skills (designing and making):</u> -Weaving dream catchers</p> <p><u>Sing up</u></p>
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		Provision Areas e.g. identifying and mixing colours, mark- making including lines and shapes layering of media.	e.g. identifying and mixing colours, mark- making including lines and shapes layering of media.		
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MUSIC:

Children will be encouraged to latent and appraise music as they learn new songs and listen to new pieces of music. They will start to develop the ability to verbalise the tempo of music, how music makes them feel and express whether they enjoy a piece of music. They should also be able to name some instruments in a simple arrangement.

RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word god so important to Christians?	Why do Christians perform nativity plays at Christmas? (why is Christmas special for Christians).	Being special - where do we belong?	Why do Christians put a cross on their easter garden (why is easter special to Christians?).	Which places are special and why?	Which stories are special and why?