

Rainbow Class Long term plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
RE big questions	Why is the word God so important to Christians? CREATION	Why do Christians perform nativity plays at christmas? INCARNATION	How can we help others when they need it? SALVATION	Why do Christians put a cross in the Easter garden? SALVATION	What makes every person unique and precious? INCARNATION	How can we care for our wonderful world? CREATION
Weekly texts	Elmer Same but Different Colour Monster Where the Wild things are Kippers Birthday Leaf Man The Little Red Hen	The Nativity Bonfire Night Poem The Way Back Home Owl Babies Wow Said the Owl Dear Santa	The Hairy Toe Room on The Broom The three Little Pigs Goldilocks Red Riding Hood Charlie's Superhero Underpants Nat Fantastic	Jaspers Beanstalk The Tiny Seed Oliver's Garden The Easter Story Come on, Daisy by Jane Simmons Rosie's Walk Jasper's beanstalk	We're going on a bear hunt by Michael Rosen How to Catch a Star- Oliver Jeffers Whatever next-Jill Murphy Mrs Armitage on Wheels Mr Gumpy's Motorcar	The Very Hungry Caterpillar. Wonderful Earth by Mick Inkpen AhhhhSpioder The Rainbow Fish Dear Zoo by Rod Campbell
Focus topics (open to change)	Starting school with Mouse Marvellous me My feelings My family Making friends My body- being healthy Harvest	Autumn- seasonal change Bonfire Night Light and Dark Diwali Christmas	Chinese New Year Traditional Tales People who help us Heroes and Villains Shrove Tuesday	Growing Animal life cycles Caterpillars Farms Mothering Sunday Lent and Easter	Space Transport Contrasting countries around the world	Oceans and Ocean plastic Minibeasts Ocean animals Dinosaurs World environment Day Sports Day

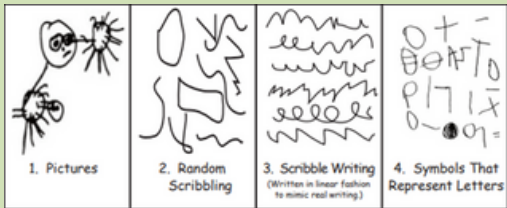
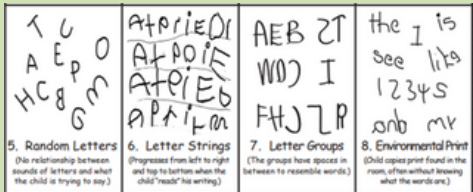
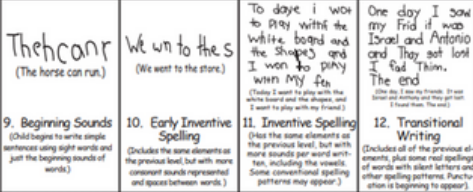

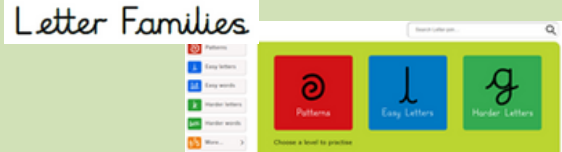
Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
RE big questions	Why is the word God so important to Christians? CREATION	Why do Christians perform nativity plays at christmas? INCARNATION	How can we help others when they need it? SALVATION	Why do Christians put a cross in the Easter garden? SALVATION	What makes every person unique and precious? INCARNATION	How can we care for our wonderful world? CREATION
KAPOW directed teaching focus	<div>Self-regulation: My feelings</div> <div>Building relationships: Special relationships</div>		<div>Managing self: Taking on challenges</div> <div>Self-regulation: Listening and following instructions</div>		<div>Building relationships: My family and friends</div>	<div>Managing self: My wellbeing</div>
Using our Christian Values to help us	Christian values: focus on respect -Respecting toys, each other, working together, sharing, kindness, regulating our feelings Christian Values: focus on creativity and perseverance -Trying new foods, trying new and challenging activities, persevering at something that is challenging, demonstrating resilience, creative ideas to solve problems, creative ways of practising our learning skills. Christian Values: focus on reflection and courage _ Trying swimming and having courage to develop water confidence, courage to try new activities in sports day, reflecting on our learning skills and how we can make choices to develop those through our play and discovery time, reflecting on our choices, reflecting to help us learn from our mistakes, reflecting on how we can work together as a community to help each other flourish as well as flourishing as an individual.					
Other pre-planned opportunities to develop PSSED in class	Marvellous Me box Transition Mouse Class Routines and hygiene Colour Monster emotional regulation How to use the calm corner- emotional regulation High Five- social strategies		Forest School Cooking Club		Sports Day Reception team games Swimming lessons	
British Values	Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary	Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
Letterjoin fine motor						
Gross Motor Teacher directed planning						
Other pre-planned opportunities to develop Fine Motor in class	<p>Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp</p>		<p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>		<p>Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross., Holding a pencil effectively in preparation for fluid writing using the tripod grip. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	
Other pre-planned opportunities to develop Gross Motor in class	<p>Cooperation games i.e. parachute games. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting Regular visits to the Forest School Area, and balancing/moving large equipment in the EYFS garden.</p>		<p>Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p>		<p>Races / team games involving gross motor movements dance related activities. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	

English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening	To understand why listening is important. Develop communication, with some problems with tense		To be able to follow instructions/directions Understand how to listen carefully. Enjoy listening to longer stories and remember what happens		To understand questions such as who, what, where, when, why and how.	
Talk about your ideas	Talk to their teacher and other supporting adults To develop confidence to talk to other adults at school To learn new vocabulary linked to the themes learning		To ask questions to find out more. To retell a story. To talk in sentences using a conjunction e.g. and or because. To use new vocabulary in a range of contexts.		To have conversations with adults and peers with back and forth interactions. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events. To understand questions such as who, what, where, when, why and how.	
Draw/Write about your ideas	 <p>1. Pictures 2. Random Scribbling 3. Scribble Writing (Written in linear fashion to mimic real writing.) 4. Symbols That Represent Letters</p>		 <p>5. Random Letters 6. Letter Strings 7. Letter Groups 8. Environmental Print</p>		 <p>9. Beginning Sounds 10. Early Inventive Spelling 11. Inventive Spelling 12. Transitional Writing</p>	
					<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	

Phonics and Reading

Phonics	<div>Unit 1: s a t p s.a.t and p</div> <div>Unit 2: i n m d Language.session</div> <div>Unit 3: g o c k Language.session</div> <div>Unit 4: ck e u r Language.session</div> <div>Unit 5: h b ff ll ss Language.session</div>	<div>Unit 6: j x w x Language.session</div> <div>Unit 7: y z qu Language.session</div> <div>Unit 8: ch sh th ng Language.session</div>
---------	--	--

Comprehension

Unit 4: ai ee igh oo oo (long) oo (short) Language session
Unit 10: ar or ur oor oi Language session
Unit 11: ear air ure ur Language session

Compre hension

Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary

Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.


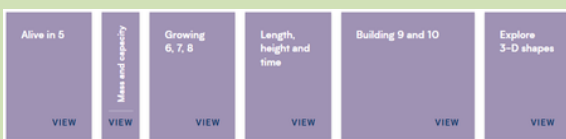

Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.

Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.

Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.

Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non-Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

Mathematical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																								
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World																								
Whiterose Scheme of Learning																														
Mathmatical language	Match, same, pair, different, sort, compare, more, fewer, big, small, short, thick, thin, taller, shorter, full, empty, heavy, light, repeating pattern, 123, altogether, combine, count, different, one more, one less, count, subitise, five frame, part, whole, behind, above, beside, below, circle, corner, curved, face, flat, in, on, next to, round, straight, under		1,2,3,4,5,count, count back, count on, parts, represent, set, whole, 0, lighter than, heavier than, heaviest, lightest, balanced, mass, scales, float, full, empty, tall, deep, shallow, capacity, 6,7,8,9, combine, part-whole, even, odd, double, long, short, longest, shortest, height, measure, yesterday, tomorrow, time, first, next, finally, evening, morning, 9,10, ten-frame, order, composition, altogether, bonds to 10, 2D, 3D, stack, roll, flat, curved, cube, cuboid, sphere, cylinder, cone, complex pattern		10,12,13,14,15,16,17,18,19,20, ten-frame, part 10, full +0, represent, build, numerals, beyond, number track, 100 square, counting patterns, before, after, add more, addition, first, then, next, now, one more, two more, number track, take away, subtraction, one less, two less, 2D, 3D, build, pattern, rotate, turn, flip, next to, in front, behind, compose, decompose,																									
Assessment Checkpoints	<table><tr><th>Understanding of Number</th><th>Capacity, Shape and pattern</th><th>Mathematical Language</th></tr><tr><td>*Recite numbers past 5. *Say one number for each item in order: 1,2,3,4,5. *Can use the cardinal principle</td><td>*Create ABAB patterns *Talk about and identify patterns around them *Select shapes appropriately for building</td><td>*Solve real world mathematical problems with numbers to 5 *Compare quantities most/least</td></tr></table> <table><tr><th>Understanding of Number</th><th>Capacity, Shape and pattern</th><th>Mathematical Language</th></tr><tr><td>*Can recite numbers to 10 *Can recognise written numerals to 10 *Can subitise to 5 *Can find 1 more or less than a quantity to 5</td><td>*Can name triangles, squares, circles and find them in the environment *Can identify and continue ABAB patterns *Compare length and height</td><td>*Talk about and explore 2D and 3D shapes using informal and mathematical language *Understand the 'one more/one less' relationship between consecutive numbers</td></tr></table>		Understanding of Number	Capacity, Shape and pattern	Mathematical Language	*Recite numbers past 5. *Say one number for each item in order: 1,2,3,4,5. *Can use the cardinal principle	*Create ABAB patterns *Talk about and identify patterns around them *Select shapes appropriately for building	*Solve real world mathematical problems with numbers to 5 *Compare quantities most/least	Understanding of Number	Capacity, Shape and pattern	Mathematical Language	*Can recite numbers to 10 *Can recognise written numerals to 10 *Can subitise to 5 *Can find 1 more or less than a quantity to 5	*Can name triangles, squares, circles and find them in the environment *Can identify and continue ABAB patterns *Compare length and height	*Talk about and explore 2D and 3D shapes using informal and mathematical language *Understand the 'one more/one less' relationship between consecutive numbers	<table><tr><th>Understanding of Number</th><th>Capacity, Shape and pattern</th><th>Mathematical Language</th></tr><tr><td>*Can subitise to 5 and some numbers to 10 *Count confidently forwards and backwards from ten *Count beyond ten</td><td>*Select and manipulate shapes to develop spatial reasoning skills *Continue, copy and create repeating patterns *Notice and correct errors in repeating patterns *Compare weight and capacity</td><td>*Automatically recall number bonds to numbers 0-5 *Explore composition of numbers to 10 *Automatically recall some number bonds to 10</td></tr></table>		Understanding of Number	Capacity, Shape and pattern	Mathematical Language	*Can subitise to 5 and some numbers to 10 *Count confidently forwards and backwards from ten *Count beyond ten	*Select and manipulate shapes to develop spatial reasoning skills *Continue, copy and create repeating patterns *Notice and correct errors in repeating patterns *Compare weight and capacity	*Automatically recall number bonds to numbers 0-5 *Explore composition of numbers to 10 *Automatically recall some number bonds to 10	<table><tr><th>Understanding of Number</th><th>Capacity, Shape and pattern</th><th>Mathematical Language</th></tr><tr><td>*Have a deep understanding of number: *Recall some number bonds to 10; *Recall doubles facts to ten. *Accurately write numbers to 10.</td><td>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater, less or equal to another quantity. *Explore pattern within number such as odds and evens, doubles and sharing equally.</td><td>*Describe positions and direction using prepositional vocabulary *Name familiar 2D shapes and describe their properties using vocabulary: corners, curves, side, flat, round *Name some familiar 3D shapes and describe their properties *Talk about adding and taking away in practical contexts.</td></tr></table>		Understanding of Number	Capacity, Shape and pattern	Mathematical Language	*Have a deep understanding of number: *Recall some number bonds to 10; *Recall doubles facts to ten. *Accurately write numbers to 10.	*Compare quantities up to 10 in different contexts, recognising when one quantity is greater, less or equal to another quantity. *Explore pattern within number such as odds and evens, doubles and sharing equally.	*Describe positions and direction using prepositional vocabulary *Name familiar 2D shapes and describe their properties using vocabulary: corners, curves, side, flat, round *Name some familiar 3D shapes and describe their properties *Talk about adding and taking away in practical contexts.
Understanding of Number	Capacity, Shape and pattern	Mathematical Language																												
*Recite numbers past 5. *Say one number for each item in order: 1,2,3,4,5. *Can use the cardinal principle	*Create ABAB patterns *Talk about and identify patterns around them *Select shapes appropriately for building	*Solve real world mathematical problems with numbers to 5 *Compare quantities most/least																												
Understanding of Number	Capacity, Shape and pattern	Mathematical Language																												
*Can recite numbers to 10 *Can recognise written numerals to 10 *Can subitise to 5 *Can find 1 more or less than a quantity to 5	*Can name triangles, squares, circles and find them in the environment *Can identify and continue ABAB patterns *Compare length and height	*Talk about and explore 2D and 3D shapes using informal and mathematical language *Understand the 'one more/one less' relationship between consecutive numbers																												
Understanding of Number	Capacity, Shape and pattern	Mathematical Language																												
*Can subitise to 5 and some numbers to 10 *Count confidently forwards and backwards from ten *Count beyond ten	*Select and manipulate shapes to develop spatial reasoning skills *Continue, copy and create repeating patterns *Notice and correct errors in repeating patterns *Compare weight and capacity	*Automatically recall number bonds to numbers 0-5 *Explore composition of numbers to 10 *Automatically recall some number bonds to 10																												
Understanding of Number	Capacity, Shape and pattern	Mathematical Language																												
*Have a deep understanding of number: *Recall some number bonds to 10; *Recall doubles facts to ten. *Accurately write numbers to 10.	*Compare quantities up to 10 in different contexts, recognising when one quantity is greater, less or equal to another quantity. *Explore pattern within number such as odds and evens, doubles and sharing equally.	*Describe positions and direction using prepositional vocabulary *Name familiar 2D shapes and describe their properties using vocabulary: corners, curves, side, flat, round *Name some familiar 3D shapes and describe their properties *Talk about adding and taking away in practical contexts.																												

Knowledge and Understanding of the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
RE big questions	Why is the word God so important to Christians? CREATION	Why do Christians perform nativity plays at christmas? INCARNATION	How can we help others when they need it? SALVATION	Why do Christians put a cross in the Easter garden? SALVATION	What makes every person unique and precious? INCARNATION	How can we care for our wonderful world? CREATION
People, culture and communities	Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit. Share Marvelous Me boxes to learn and talk about their family. Marvelous Me box with a cross inside. Why is God important to Christians? Explore other religious communities.	Visit the church. Explore symbols of Christianity. Learn about Advent, and why Nativities are important to Christians. Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. Visit from the local Fire Brigade.	Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day	Easter, Lent, Holy Week Share hot-cross buns. Make a Easter Garden, have the local priest come in to baptise a baby doll	Who is precious in their family, or their community? How do we show if something or someone is precious to us? Who looks after us in our community? What can we do to show thankfulness to others? • Bake sale	Our wonderful world- explore our local community and draw animals/flowers we see. Make comparisons with other countries or continents around the world. Whose job is it to take care of our world? Share information about water waste , plastics and electrics and decide how we can make a difference to look after our world.
Understanding past and present	Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.	Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.	Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle. Explore fiction and non-fiction around castles, kings and queens. Learn about our Royal family, and what they do to serve others in our Country.	Take a walk around our village and explore how it has changed over time. Look at old maps that show how much of the area was farmland. How has Cowfold changed? Why? Visit the local farm.	Learn about how transport has changed over time. Learn about space, railways, bicycles and hot air balloons.	Exploring the seaside now and in the past. Learn about animals from minibeasts to great beasts all around the world. Investigate the current importance of insect life in our country. How has that changed over time and what do we need to do to help in the future?

Knowledge and Understanding of the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
RE big questions	Why is the word God so important to Christians? CREATION	Why do Christians perform nativity plays at christmas? INCARNATION	How can we help others when they need it? SALVATION	Why do Christians put a cross in the Easter garden? SALVATION	What makes every person unique and precious? INCARNATION	How can we care for our wonderful world? CREATION
The Natural World	Seasons – Autumn – differences and changes over time – weather, animals and plants explore our senses and how we can use them to make sense of the world. Learn about produce that is harvested at this time of year, and make hedgehog bread.	Exploring light and dark. How can we see in the dark? Exploring stars, the sun. Learning about sources of light in the world around us, and objects that reflect light. Consider how changes in temperature affect the natural world around us. Explore making and melting of ice.	Seasons – Winter – differences and changes over time – weather, animals and plants. explore hibernation and animals that migrate during the winter.	Seasons – Spring – differences and changes over time – weather, animals and plants. Explore seeds, fruits, nuts. Look at buds growing and plant out own seeds, start working on our EYFS garden. Take part in growing competition. Farm visit to learn about the lambs.	Learn about steam engines and how water is turned into water vapor when heated. Look at models of steam engines and learn about how this process was used to create power. Learn about the water cycle, and where rain comes from.	Care and concern for living things. Observing minibeasts. Looking after the caterpillars Seasonal Change: learn about the Summer.

Exploring Art and Design

creating with materials

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
Creating with materials	<p>Art: Early Mark-making (drawing club) Art: Exploration and Experimentation. Create self-portraits. Use of the continuous provision and how to use the paint and workshop areas. Create Autumn tree pictures. Mixing the colour orange.</p> <p>DT: Food Design and make bread - i.e. hedgehog bread.</p>	<p>Art: Exploration and experimentation, exploring a variety of art materials like paint, crayons, playdough, and collage materials. Linking colours to festivals. Creating firework pictures: Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p> <p>DT: Textiles Weaving harvest pictures using wool and cloth</p>	<p>Art: Expressing Ideas and Emotions: They use art to represent their feelings, thoughts, and observations Create winter pictures and scenes. Chinese New Year - lanterns Collage houses Artist: John Singer Sargent DT: Mechanisms Moving parts in models, such as body parts for characters in a story.</p>	<p>Art: Creating Simple Representations: Children begin to represent familiar objects and people in their artwork. Create farm pictures, Healthy Eating collages and observational drawings of plants/animals. Spring painting of the chestnut tree. Archimboldo portraits</p> <p>DT: Textiles Sew a simple flower design onto hessian.</p>	<p>Art: observational drawing of vehicles using lines and circles to create shapes and dimensions.</p> <p>DT: Mechanisms Create a moving model of a car or train using junk modelling or paper and split-pins.</p>	<p>Art: Observational drawings of the natural world, such as trees, flowers, minibeasts explored in the natural environment. Ocean collage</p> <p>DT: Structure Build structures with a range of materials, inside and out.</p>
Key Texts						

Exploring Art and Design

being imaginative and expressive

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
Being imaginative and expressive	<u>Exploring Sound:</u> Explore vocal sounds Explore body sounds Explore instrumental sounds Explore environmental sounds Explore natural sounds Learn Harvest songs	<u>Celebration Music</u> Diwali Music Hannukah music Kwanzaa Music Traditional Christmas music Learning songs for the Nativity	<u>Music and Movement</u> Action songs Finding the beat Exploring the tempo Exploring tempo through dance Music and movement performance	<u>Musical Stories</u> Moving to music Storytelling with actions Using instruments to represent actions Musical story performance Easter Storytelling	<u>Transport</u> Exploring different types of transport Trains Boats Cars Transport Journey	<u>Big Band</u> What makes an instrument Introduction to an orchestra Follow the beat Tuned and untuned instruments Big Band performance
Roleplay/small world opportunities (This may change subject to children's interests)	Learn to sing familiar nursery rhymes and songs. Role-play – home corner. Small world play	Singing Nativity songs and learning the dances. Role-play – home corner (enhanced with Christmas)	Role-play castle Small world castles and knights.	Outdoor roleplay garden centre	Outdoor roleplay bus station or train station	Singing songs about Minibeasts Learn new songs for the Summer fair