

## Foundation Stage Progression Map and Overview of Curriculum 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number of weeks	8 weeks	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
Theme	Settling in Incredible you Pets All about Oxspring Autumn	Autumn Complete All About Oxspring Christmas	Let's Build (including Homes and houses and everyday materials) Winter Lunar New Year	Animals around the world	In the garden Spring	Beside the seaside Explorers Summer
Possible enrichment activities	Show and tell pets Visit pets at home Local walk – using simple map	Autumn walk Interview older person about favourite past times Christmas trip	Local walk – looking at how houses of changed.	Yorkshire Wildlife Park	Spring walk – Willow Bridge Trans Pennine Trail Garden project in school garden Springvale community garden	Trip to the seaside
Key vocabulary	<p><b>Incredible you</b> Anchor – body, head, legs, arms, hands, feet, fingers, toes, blood Goldilocks – face, same, different, similarities, differences Step on – shoulders, elbows, hips, chest, waist, thighs, shin, ankles, wrists, knuckles, forehead, eyebrows, eyelashes, cheeks, chin, earlobes, organs, skeleton</p> <p><b>Pets –</b> Anchor – pet, dog, cat, rabbit, hamster, fish Goldilocks – fur, scales, responsibility, aquarium, diet Step on – mammal, reptile, vivarium, carnivore, herbivore, omnivore</p> <p><b>Oxspring –</b> Anchor – home, house, road, field Goldilocks – village, jobs, footpath, countryside, woodland Step on – rural, urban, compass, bridleway</p>	<p><b>Autumn –</b> Anchor – leaves, cold, chilly, cold, conker, blackberry, squirrel Goldilocks – crispy, crunchy, crackle, snap, golden, seasons, autumn, Step on – fungi, sycamore, horse chestnut, beech, oak, hibernate</p> <p><b>Christmas</b> Anchor – Father Christmas, Santa, Food, music Goldilocks – tradition, celebration, decorations, feast Step on - Jesus, frankincense, myrrh, Christian, Nativity, carols</p>	<p><b>Let's Build</b> Anchor – house, home, kitchen, living room, bathroom  Goldilocks – home, cottage, chimney, past, present, old, modern, efficient, worn, history, appliance  Step On – detached, semi-detached, terraced, Victorian, artefact</p> <p><b>Winter –</b> Anchor – cold, trees, snow, frost, ice Goldilocks – freezing, blustery, sleet, gust, glistens Step On – bare, holly, evergreen, deciduous, icicle</p> <p><b>Lunar New Year –</b> Anchor – moon, food, fireworks, lucky, clean, dragon, dance</p>	<p><b>Animals Around the World</b> Anchor – pet, fur, tail, bird, egg, wings, feathers, hair, food  Goldilocks – wild, habitat, endangered, observe, identify, similar, different  Step On – mammal, amphibian, reptile, carnivore, herbivore, omnivore, predator, prey</p> <p><b>Around the world</b> Anchor – land, sea, hot, cold, freezing, map Goldilocks – oceans, countries, extreme, sweltering Step On - continents, land mass, globe</p>	<p><b>In the garden</b> Anchor – soil, water, sunshine, spades, seeds, plants, leaves, flowers Goldilocks – grow, change, measure, increase Step On – bulbs, shoots, stem, roots, trowel, trunk, branches</p> <p><b>Spring</b> Anchor -warm, grow, rain, born Goldilocks – bloom, thaw Step on – hatch, verdant, tadpole, metamorphosis, chick, duckling, daffodil, crocus, hyacinth, blossom</p>	<p><b>Beside the seaside</b> Anchor – beach, sea, waves, fish Goldilocks – bathing, sailing, exploring, searching Step on – cliff, bay, lighthouse, lifeguard, coral reef, harbour, rockpool</p> <p><b>Summer</b> Anchor – hot, warm, sunny Goldilocks – temperature, thermometer, shadow, blistering Step on – drought</p>

			Goldilocks – celebrate, festival, lantern, traditional  Step On – firecrackers, mandarins, fortune cookies			
Communication and Language	<p><b>Children will know how to... Form</b> -Describe events but not always joined together or in the right order -Re-tell favourite stories - some parts as exact repetition and some in their own words <b>Content</b>  -Understand that words can be put into groups or categories, and give examples from each category, E.g. Animals, transport, food <b>Use</b> -Notice someone is speaking to you. -Non-verbal skills eye contact, body -Produce speech that is clear and easy to understand, though may still have some immaturities -Work out what sound comes at the beginning of a word -Join in and organise role play with friends</p>	<p><b>Children will know how to... Form</b> -List events with some detail using 'and' to connect ideas together <b>Content</b> -Use well-formed sentences, longer sentences and sentences with more details <b>Use</b> -Develop good knowledge and understanding of sounds and words, which are important for reading and spelling -Break words up into syllables -Understand they need to look at who's talking to them and think about what they're saying -Listen to and understand instructions about what they're doing, whilst busy with another task -Non-verbal skills develop facial expression -Start conversations with other people and join in with group conversations</p>	<p><b>Children will know how to... Describe events. These may not always be joined together or in the right order</b> -Begin to add something that's gone wrong in their own stories <b>Content</b> -Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them -Use some irregular past tense words 'drank' -Ask and answer 'what', 'where', 'when', and 'what could we do next' questions <b>Use</b> -Understand longer 2 to 3 part spoken instructions -Recognise words that rhyme or sound similar -Play co-operatively and pretend to be someone else talking</p>	<p><b>Children will know how to... Use longer and more complicated sentences within their stories</b> <b>Content</b> -Name objects, characters and animals from a description <b>Use</b> -Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings -Confidently starts and takes part in individual and group conversations</p>	<p><b>Children will know how to... Retells favourite stories using some of their own words.</b> <b>Content</b> -Understand 'how' or 'why' questions -Join phrases with words such as 'if', 'because', 'so', 'could' -Children at this age will ask if they are unsure 5 -Use words more specifically to make their meaning clear -Offer explanations for why things might happen -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions <b>Use</b> -Have conversations with peers, in small groups and larger groups</p>	<p><b>Children will know how to... Predict what will happen next in a story</b> -Re-tell a full story with detail and description <b>Content</b> -Show that they can use language to reason and persuade -Give details that they know are important and will influence the listener <b>Use</b> -Joins in and organises co-operative role play with friends and can pretend to be someone else talking and making use of conjunctions, with modelling and support from their teacher</p>
Personal, social and emotional development  Children develop their personal, social and emotional skills throughout the year through circle times and Jigsaw lessons.	<p><b>Self-regulation –</b> Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities <b>Managing Self –</b> Children ask for help when needed. Children will access the resources inside and outside with adult support. Children will wash their hands independently.</p>	<p><b>Self-regulation –</b> Children will talk about how they are feeling and consider the feelings of others. <b>Managing self –</b> Children can follow classroom rules and tidy up independently. Children will take on monitor roles in the classroom and outdoor area to look after the resources. Children become increasingly independent in self-care.</p>	<p><b>Self-regulation –</b> Children will be able to focus during longer whole class sessions. <b>Managing self –</b> Children will develop independence when dressing and undressing. Children will begin to show resilience and perseverance in the face of challenge. Children set simple goals for themselves and work towards them. <b>Building Relationships –</b></p>	<p><b>Self-regulation –</b> Children will identify and moderate their own feelings socially and emotionally <b>Managing self –</b> Children will learn to dress and undress independently.  <b>Building Relationships –</b> Children can solve small conflicts independently e.g. 'Stop that please, I don't like it'. Children will know how to make friends to stop them feeling lonely.</p>	<p><b>Self-regulation –</b> Children will be able to control their emotions using a range of techniques. Children can wait with increased patience. <b>Managing self –</b> Children will understand the importance of exercise and healthy food choices. Children will understand why sleep and hand washing are important.</p>	<p><b>Self-regulation –</b> Children will be able to follow instructions with 3 steps or more. Children can express feelings about moving to Year One. <b>Managing self –</b> <b>Building Relationships –</b> Children will have the confidence to communicate with adults around the school. Children will understand the importance of a healthy diet.</p>



<p>Phonics to be taught through RWI</p>	<p>Children will independently look at a book, hold it the correct way and turn the pages. Children answer simple questions about books they have shared with adults.</p> <p><b>Word Reading</b> Children will recognise 16 single letter sounds.</p> <p><b>Writing</b> Children will write their first name or letters from their first name correctly. Children begin to hear and say the initial sounds of words. Children begin to break the flow of speech into words – dictate sentences for adults to scribe. Write simple labels with support.</p>	<p>Children retell stories through their play – using some language they have heard in stories. Children know that some books are story books, some are information books and some are poems/rhymes.</p> <p><b>Word Reading</b> Children will recognise all single sounds and be able to blend 3 letter words orally.</p> <p><b>Writing</b> Children will represent all single letter sounds with the correct grapheme. Children begin to write 3 letter words. Write labels and lists with support.</p>	<p>Children know that characters and the people or animals in the books and can describe them in increasing detail. Children know that information can be gained from non-fiction books</p> <p><b>Word Reading</b> Children will blend sounds to read words. They will read short Ditty stories Read Set 1 Special Friends – sh, th, ch, qu, ng, nk</p> <p><b>Writing</b> Children write 3 letter words independently. Children write words with set 1 digraphs. Children write lists and simple captions</p>	<p>Children know the story setting is where the story takes place and describe it in increasing detail. Children know information can be retrieved from computers and mobile digital devices.</p> <p><b>Word Reading</b> Children will read red Storybooks and read 4 double consonants. Children read common exception words in red books.</p> <p><b>Writing</b> Children write words with 4 sounds. Children begin to write short sentences with support.</p>	<p>Children re-enact and reinvent stories they have heard.</p> <p><b>Word Reading</b> Children will read Green Storybooks Children read common exception words in green books.</p> <p><b>Writing</b> Children spell words by identifying sounds and then writing the graphemes – including known digraphs. Children writes short sentences and begin to use capital letters and full stops with support. Children begin to reread what they have written to check it makes sense.</p>	<p>Children predict what will happen next in stories. Children are able to recall and discuss stories that have been read to them.</p> <p>With adult support children begin to use the features of information books to locate key information.</p> <p>Children answer questions about what they have read.</p> <p><b>Word Reading</b> Read will read Green or Purple Storybooks and first 6 Set 2 sounds – ay, ee, igh, ow oo and oo Children read common exception words in green and purple books.</p> <p><b>Writing</b> Children spell words by identifying sounds and then writing the graphemes – including known digraphs (including some set 2 sounds). Children write short sentences with finger space, capital letters and full stops. Children reread what they have written to check it makes sense.</p>
<p>Possible Key texts</p>	<p>Super Duper You Incredible You What makes me a me? The big book of families. Titch Once there were giants Mog and the VET Six dinner Sid That Pesky Rat The Great Pet Sale</p>	<p>Dogger The Toy Museum Threadbear That Rabbit belongs to Emily Brown Stickman Harry and the Dinosaur’s Christmas Wish The Snowflake</p>	<p>Iggy Peck Architect Home Our Tower The Can Caravan Two Places to call home</p>	<p>Owl Babies The Ugly Five The Odd Egg And Tango makes three</p> <p>The Invisible – World Book Day choice</p>	<p>That’s not a daffodil Eddie’s Garden The Tiny Seed Jim and the Beanstalk Oliver’s Vegetables</p>	<p>Flotsam The Sea saw Bonting What the ladybird heard at the seaside The Beach Sally and the Limpet Leo and the octopus Clean Up Dougal’s Deep Sea Diary The Lighthouse Keeper’s Lunch</p>
<p>Writing Opportunities</p>	<p>Writing own name Labelling family Simple labels Books about favourite things</p>	<p>Labelling toys/games  Writing lists – shopping list for Pumpkin Soup, Christmas list</p>	<p>Writing captions and labels to go with the story of The Three Little Pigs Wanted poster for wolf</p>	<p>Write a letter from mummy owl to babies explaining where she’s gone. Speech bubbles for the owls</p>	<p>Labels Simple instructions. Writing about what they think magic beans would grow into.</p>	<p>Flotsam – describing who the objects belonged to. The Sea Saw - Writing in role – about the bear’s adventures</p>

	<p>Labels for pets Lists for what pets need. Name labels for pets homes</p>	<p>Labels and sentences of favourite toys Writing a lost poster for Stickman Writing Christmas cards</p>	<p>Labelling and writing about dream house Our Tower – writing observations of what was seen under the magical tree. Children make little books about different kinds of homes</p>	<p>The Invisible – writing about own happy memories from home Labelling animal parts Making books about animals found in different countries. Describing the Ugly Five Writing animal facts.</p>	<p>Sequencing Jack and the Beanstalk and writing captions Letter to giant - Jim and the Beanstalk</p>	<p>Diary Letter Wanted Poster – for Hefty Hugh and Lanky Len Sea life fact files</p>
<p><b>Mathematics</b> <b>Main session will be linked to the NCETM mastering number sessions.</b> <b>White Rose materials will be used to support the teaching of Shape, Space and Measures.</b></p>	<p>Focus on numbers 1-4 Children will identify when a set can be subitised and when counting is needed. Subitise different arrangements both unstructured and structured. Spot smaller numbers hiding inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence, Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>Compare sets of objects by matching. Children will explore sorting techniques.</p> <p>Children will compare the size, mass and capacity of objects. Children will make simple repeating patterns.</p>	<p>Revising 1-4. Focus on 5 Children will subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Children will make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Children will spot smaller numbers 'hiding' inside larger numbers. Children will connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Children will hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Children will develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p>	<p>Children will continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Children will begin to identify missing parts for numbers within 5 Children will explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame Children will focus on equal and unequal groups when comparing numbers. Children will order numbers and play track games. Children will compare the mass of objects Children will compare the capacity of objects. Children will compare the length and height of objects. Children will sequence events and talk about them using the correct language.</p>	<p>Children will understand that two equal groups can be called a 'double' and connect this to finger patterns Children will sort odd and even numbers according to their 'shape' Children will continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Children will order numbers and play track games Children will join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Children will use and name the 3D shapes – sphere, cylinder, cube, cuboid, pyramid, cone. Children will spot 2D shapes within 3D shapes. Children will identify, continue and create more complex patterns.</p>	<p>Children will continue to develop their counting skills, counting larger sets as well as counting actions and sound. Children will explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Children will compare quantities and numbers, including sets of objects which have different attributes. Children will continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>Children will understand that shapes can be combined and separated to make more shapes.</p>	<p>Children will continue to develop their counting skills, counting larger sets as well as counting actions and sounds (including counting orally to 100) Children will explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Children will begin to generalise about 'one more than' and 'one less than' numbers within 10 Children will continue to identify when sets can be subitised and when counting is necessary. Children will develop conceptual subitising skills including when using a rekenrek.</p> <p>Children will create their own patterns and explore pattern rules. Children will visualise from different positions and describe positions.</p>

		<p>Children will compare sets of objects by matching</p> <p>Children will begin to develop the language of 'whole' when talking about objects which have parts</p> <p>Children will recognise circles and triangles.</p> <p>Children will know and use positional language correctly.</p> <p>Children will know squares and rectangles have 4 sides and 4 corners.</p> <p>Children will use language to describe events that happen through the day.</p>				
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Children will know some of the ways to care for the natural world.

<p>Understanding the world</p>	<p><b>History: Past and Present – Children will know about their own life story and how they have changed.</b> Children will be able to talk about their own family. Children will be able to talk about how they have changed. <b>Science: The Natural World Children will know and understand the terms same and different.</b> <b>Children will know their five senses and explore the natural world using them.</b> <b>Children will name and describe some plants and animals.</b> <b>Children will begin to understand the effect of changing seasons.</b> Children will notice obvious changes due to the season becoming Autumn. Children will be able to identify some of the signs of Autumn. Children will be able to describe some natural objects and begin to identify some common trees. <b>Geography: People, culture and communities:</b> Children will know where they live. Children will be able to identify physical features of their immediate environment– fields, hill, river, wood. Children will know some of the jobs people do in Oxspring - post office, pub. Children will identify local places they know on simple maps and aerial photographs. <b>R.E – People, culture and communities:</b></p>	<p><b>History: Past and Present –</b> Children will begin to know about settings in books – homes e.g. Peepo.  <b>Science: The Natural World:</b> Children will know and understand the terms same and different and begin to make close observations. Children will name and describe some plants and animals.  <b>Geography: People, culture and communities:</b> Children will identify local places they know on simple maps and aerial photographs.  <b>R.E – People, culture and communities: Children will know that some people celebrate special times in different ways – Christmas</b> Children will know that Christians celebrate Christmas and be able to retell the nativity story.  <b>Technology –</b> Take photos of our own work, record using devices such as sound buttons. Draw a picture on iPad.</p>	<p><b>History: Past and Present –</b> Children will find out about the past from pictures and artefacts. Children will know some similarities and differences between their own homes and those their parents and grandparents lived in. Children will know how some of the ways people spend their time in homes has changed over the years. Children will be able to sequence artefacts chronologically.  <b>Science: The Natural World:</b> Children will explore the natural world around them through observing and interacting with different processes including, light travelling through transparent materials, floating and sinking. Children will gain a greater understanding of the effect of the changing seasons. The children will know it is colder in the winter, some trees lose their leaves, the days are shorter.  <b>Geography: People, culture and communities:</b> - Children will begin to draw information from photographs . Children will recognise similarities and differences between the types of buildings in villages, towns and cities.</p>	<p><b>Science: The Natural World:</b> Children will describe and comment on plants and animals. Children will know the name of common animals found in the United Kingdom. Children will be able to identify animals that live in hot places (Kenya) and cold places (Arctic and Antarctic) Children will be able to closely observe animals and describe their main features. Children begin to sort animals by different criteria e.g. has fur, doesn't have fur. <b>History – Past and present</b> Children will know about the achievements of a significant person (David Attenborough) and changes that have occurred in their lifetime.  <b>Geography: People, culture and communities:</b> Children will begin to draw information from simple maps and globes. Children will know that the world is made up of land and sea and that there are different countries, oceans and continents in the world Children will know some similarities between life in this country and life in other countries.  <b>R.E – People, culture and communities: People, culture and communities:</b> Children will know that some people</p>	<p><b>Science: The Natural World: Children will observe obvious changes in the Spring.</b> Children will know that the weather gets warmer, there are more hours of daylight, leaves grow on trees, spring plants grow, some baby animals are born, birds build nests and lay eggs., frogs lay frogspawn. Children will know the plants snowdrops, daffodils, tulips, crocuses, bluebells, cherry blossom trees. Children will know plants need water and light to grow. Children will know that some plants are food.  <b>Geography: People, culture and communities:</b> Children will record the weather in the school garden and compare with other places in the world.  <b>R.E – People, culture and communities:</b> Children will know that people around the world have different religions. <b>Technology –</b> Explore technology, such as beebots and mechanical toys.</p>	<p><b>Science: The Natural World:</b> Children will note similarities and differences between different sea creatures. Children will know some facts about common sea creatures including sharks, octopuses, crabs, dolphins. <b>Children will understand the effect of the changing seasons, particularly the weather.</b> Children will know the weather is dryer and sunnier in the summer.  <b>Geography: People, culture and communities:</b> Children will identify physical features of the seaside. Children will know some similarities between life in this country and life in other countries - compare Scarborough with Honfleur, France Children will know some of the ways to care for the natural world around them.  <b>History: Past and Present –</b> Children will know significant people from the past and significant events encountered in books. . Children will begin to organise events using basic chronology.  <b>R.E – People, culture and communities:</b> Children will know that some places are special to different religions.</p>
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	<p>Children will begin to recognise that people have different beliefs</p> <p><b>Technology – Use everyday technology in play e.g. phones and cameras</b></p> <p><b>Children will know how to use technology safely.</b></p>		<p><b>R.E – People, culture and communities: People, culture and communities:</b> Children will know that some people celebrate special times in different ways – Lunar New Year</p> <p>Children will know some of the ways people celebrate Lunar New Year</p> <p><b>Technology –</b> Children will begin to use a mouse to complete simple computer games.</p>	<p>celebrate special times in different ways – Easter</p> <p><b>Technology –</b> Children will search for information on google with adult supervision.</p>		<p><b>Technology –</b> Children will create a short video.</p>
Expressive Arts and Design	<p><b>Art/ DT – Creating with materials</b></p> <p><b>Children will learn how to use</b> the paint routine independently. Children will know that different drawing tools (e.g. crayons, chalk) will make different marks and will explore using them. Children will begin to draw from observation. Children will explore mark making with wax crayons and chalk. Children will create self-portraits.</p> <p><b>Music – Being imaginative and expressive</b></p> <p>Charanga</p> <p>Children will sing simple rhymes and songs linked to the topic.</p> <ul style="list-style-type: none"> <li>- Children will know songs about the body.</li> <li>- Children will find the pulse.</li> </ul> <p>Children will copy-clap rhythms. Explore high and low sounds using voices and glockenspiels.</p>	<p><b>Art/ DT – Creating with materials</b></p> <p><b>Children will begin to draw from observation.</b></p> <p>Children will explore mark making with felt tip pens. Children will create observational drawings. Children will print to make Christmas cards.</p> <p><b>Music – Being imaginative and expressive</b></p> <p>Children will sing and perform Christmas songs. Charanga</p> <p>Children will find the pulse as one of the character from the song.</p> <p>Children copy clap the rhythm of small phrases from the song. Explore high and low pitching the contexts of the songs. Invent a pattern to go with a song using one note.</p>	<p><b>Art/ DT – Creating with materials</b></p> <p>Children will explore different paint techniques, including finger painting, printing and using different brushes. Children will explore mixing primary colours to make secondary colours. Children will make props and costumes for different role play scenarios.</p> <p><b>Music – Being imaginative and expressive</b></p> <p>Charanga</p> <p>Children invent ways to find the pulse.</p> <p>Copy clap some rhythms or phrases from songs. Explore high and low pitch in the contexts of the songs. Use the starting note to explore melodic patterns using one or two notes.</p>	<p><b>Art/ DT – Creating with materials</b></p> <p>Children will explore creating sculptures using malleable materials, such as clay and play dough.</p> <p><b>Music – Being imaginative and expressive</b></p> <p>Charanga</p> <p>Children find the pulse and show their ideas</p> <p>Copy clap some rhythms or phrases from songs</p> <p>Explore high and low pitch in the contexts of the songs</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p><b>Dance –</b> Children will learn a sequence of dance steps.</p>	<p><b>Art/ DT – Creating with materials</b></p> <p>Children will create paintings inspired by Clarice Cliff. Children will explore mixing different shades with paint.</p> <p><b>Music – Being imaginative and expressive</b></p> <p>Charanga</p> <p>Children find a funky pulse.</p> <p>Copy clap 3 or 4 word phrases from the song.</p> <p>Keep the beat of the song with a pitched note.</p> <p>Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>Enjoy playing patterns using a combination of the three notes C, D and E.</p>	<p><b>Art/ DT – Creating with materials</b></p> <p>Children will know that art can be created with different paper to make a collage. Children will create a landscape collage inspired by Megan Coyle. Children will know that art work can be created with natural materials and will create work inspired by Andy Goldsworthy</p> <p><b>Music – Being imaginative and expressive</b></p> <p><b>Charanga</b></p> <p>Children will know at least 20 Nursery Rhymes and songs by heart.</p> <p>Children will now move with the pulse of the music. Children will know that songs have sections.</p>



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