

Swarland Primary School Long Term Plan For Early Years						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is me	Gruffalo Season	People Who Help Us	Spring to Life	Travel & Transport	Cultural Topic
Personal, Social, Health, Emotional	<p><i>Moving on and Settling In.</i> Getting to know one another. Making friends. Who we are, our families, our interests and why we are all unique and special. Rules, routines and boundaries. Building confidence. Introduction to staff. Good to be me. Uniqueness - difference, tolerance. Taking turns and sharing</p>	<p><i>Learning behaviours</i> Children will explore Perseverance, independence, readiness, resilience, tolerance, attitude. Continue to reinforce rules and boundaries and introduce monitor roles. Discuss feelings and making good choices in groups. Teamwork, problem solving. Anti-bullying. Hand washing, hygiene, cold prevention. Be prepared to try new activities and tasks. Performing in front of others.</p>	<p><i>Relationships</i> Initiating conversation, friendships and extending play ideas. Build up the role play with other children. Work as a team to investigate who will help us in the community. Children to reinforce good choices and sharing and caring. Being safe. water safety. First aid. Emergency 999. See someone else's point of view.</p>	<p><i>Family & health</i> Talk to children about home and where they live, children will talk freely about home and community, family structures. Talk about living things and what they need to grow well and stay healthy including themselves. Mental well-being - sleep, rest, screen time. Resolving conflicts. How do we look after our animals? What do they need to keep warm and safe? How do we look after creatures and animals in our world?</p>	<p><i>Ourselves and caring for others</i> Children can describe themselves in positive ways and talk about what they are good at. Goal setting. Road safety</p>	<p><i>Change</i> Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn't do before? Children discuss the changes they have seen. Celebrations and pride. Transition preparation to move into year 1.</p>
	Concepts	<p><i>Friendship, family, belonging, rules, law, Uniqueness, tolerance</i></p>	<p><i>Perseverance, independence, readiness, resilience, tolerance, attitude.</i></p>	<p><i>Teamwork, sharing, choice, care, safety, first aid, health, relationships</i></p>	<p><i>Home, community, family, health, mental health, conflict</i></p>	<p><i>Pride, safety, care, goals, targets</i></p>

Vocab	<i>Friends, family, Mum, Dad, brother, sister, cousins, grandparents, allow, unique, similarities, differences talent, consequence, behaviour</i>	<i>Perseverance, independence, readiness, resilience, tolerance, attitude, hygiene, bullying, effort, happy, amused, proud, excited, afraid, calm, shy, worried, hopeful, angry, mad</i>	<i>Emergency, help, first aid, share, team, together, choice, swim, coastguard, fire, police, ambulance, community, trust, helpful, respect, honest, support</i>	<i>Home, cottage, bungalow detached, semi-detached, city, village, farm. Family, mum, dad, sisters, brothers, grandparents, sleep, screen, rest mental health, portion, risk</i>	<i>Hobbies, interests, unique, creatures, shelter, food, care, exercise, diet, goals, dreams, targets, skills, target, needs, confidence. Road safety</i>	<i>Growth, baby, toddler, child, adult, now, then, past, future, change, celebration, pride, achievement.</i>
Communication & Language	Taking turns to speak and listen to adults and peers. Circle time. Talking boxes. Sharing stories, re-telling. Investigating stories. Using story language in own play. Think about the story. Mark making opportunities. Read, Write Inc Set 1 sounds. Early reading and writing skills. Describe sensory experiences.	Open ended questions. Circle time. Talking boxes. Children using their imaginations. Children will use topic books to retell stories to the class and build upon this through role play, developing their own narratives. Build upon reading and writing skills using Read Write Inc Set 1 Explain what has happened	Children to understand and use how and why questions, link to topic. Circle time. Talking boxes. Children will follow direction without support and carry out their monitor roles. Follow 2 part instructions. Use language to request.	Explore the different roles people have and write about them. Children will share their ideas through role play and extend play. Can children recall and discuss events that they have experienced in their own life? Links to growing and share their ideas.	Story map. Continue reading and writing skills. Talk for writing, extended vocabulary. Talk for different purposes. Writing for different audiences.	Children will problem solve using language and reasoning: Children will be encouraged to question how and why and find a solution. Reinforce language past and present. Develop more complex sentence structure.
Concepts	<i>Speaking clearly, communicating needs, taking turns, audience, story language, mark making for meaning, reading, names, labels. Talking in sentences and extended sentences.</i>	<i>Questions, imagination, retelling, narratives, phonics</i>	<i>Questions, instructions Negotiate People who help us, jobs, growing up, safety, adult, future</i>		<i>Beginning, middle and end, sequencing narrative, audience, writing for meaning</i>	<i>Reasoning, problem solving, question, answer</i>

Vocab	<i>Names, labels, speaking, listening, reading, writing, Please, thank-you, textures, smells, tastes, sounds, likes and dislikes</i>	<i>Who, why, where, when, which, how, once upon a time, happily ever after, next, after that</i>	<i>How, why, most, some, all, each, every, may I? Will you? Jobs, careers, job labels e.g teacher, policeman, nurse, engineer, dentist, scientist, future. Role related equipment</i>		<i>First, next, then, after that, once upon a time, happily ever after, before</i>	<i>Justify, reason, because, I think, I believe, disagree, agree, right, wrong</i>
Religious Education	<i>Which stories are special in the bible and why? Zacchaeus, Jonah & the whale, Joseph and his dream coat. When were they born? Baptised? Belonging.</i>	<i>Which people are special and why? Nativity - Mary Jesus, Kings, Hanukkah, Diwali</i>	<i>What places are special and why? Places of worship in different religions, shrines, temples. Chinese New Year</i>	<i>What times are special and why? Easter, Holi, Ramadan, Birthdays, christenings, weddings Spring, new life, growth.</i>	<i>Being special: where do we belong? Church, family, community, Noah's ark. Other religions - are we all special?</i>	<i>What is special about our world? Cultural focus, world religions, care for natural world, special people.</i>
Concepts	<i>Holy book, bible, past, religion, family, belonging, identity</i>	<i>Special people, nativity, Christmas, Christians, celebrations, traditions, Diwali, Jewish religion, light</i>	<i>Special places, peace, worship, religion.</i>	<i>Time, specialness, Easter, birthdays, weddings, christenings, Spring, growth, new life, life cycles</i>	<i>Bible stories, Old Testament, religions, community, belonging, special, family</i>	<i>World, preservation, nature, man-made, respect, care</i>
Vocab	<i>Bible, Old testament, stories, baptism, belong, welcome, church, birth, family</i>	<i>Christmas, nativity Jesus, 3 Kings, shepherds, angels, stable, Diwali, light, rangoli, candles, menorah, Jewish, religion.</i>	<i>Shrine, temple, church, synagogue, Christian, Jewish, Hindu, worship, sacred, Chinese New Year, dragon, emperor</i>	<i>Easter, Holi, Ramadan, christening, weddings, Good Friday, resurrection, growth, baby, adult, miracle, cycle</i>	<i>Bible, Old testament, stories, baptism, belong, welcome, church, birth, family, community, Noah, ark</i>	<i>World, preservation, nature, man-made, respect, care, neighbour</i>

Physical Development	Development of basic skills - locomotion, balance, control, spatial awareness, hand eye coordination, agility, coordination with whole body movements. Correctly gripping mark making tools and pencils. Copy triangle Cut straight using snipping action Copy actions. Malleable manipulation - cutting, squashing, squeezing and shaping.	Further development of basic skills - locomotion, balance, control, spatial awareness, hand eye coordination. Describe how their body feels during and after exercise. Pencil/ mark making tool grip and developing control. Malleable manipulation - snipping, pinching, joining Correctly gripping mark making tools and pencils and correct pressure	Multi skills - balance, flexibility, travel, stability, hand eye coordination. Negotiate space Pencil control and other writing mark making implements. Cut lines with simple changes in direction.	Multi skills - balance, flexibility, travel, stability, hand eye coordination. Pencil control Pencil control and other writing mark making implements. Cuts out circles using snipping action	Team games, team work, setting goals, target practice, throwing and catching, running, jumping. Beginning to cut with greater control and accuracy.	Team games, team work, setting goals, target practice, throwing and catching, running, jumping. Move in a range of ways e.g over/under/ through equipment, rolling, crawling, sliding, jumping, climbing, skipping. Cuts out shapes and more complex outlines with multiple changes of direction.
Concepts	<i>Space, balance, speed, coordination, agility, pressure, fine motor skills, copy, repeat, create</i>	<i>Exercise, health, fitness, spatial awareness, control</i>	<i>Flexibility, mark making, Space, balance, speed, coordination, agility, pressure, fine motor</i>	<i>Flexibility, mark making, Space, balance, speed, coordination, agility, pressure, fine motor</i>	<i>Teamwork, problem solving, goals, listening, groups, competition</i>	<i>Movement, team games, shared responsibility, throw and catch, hand-eye coordination.</i>
Vocab	<i>Space, balance, pressure, tripod grip, copy, repeat, create, hand, catch, throw, crawl, walk, run, jump, skip, move, high, low</i>	<i>Heart, beat, exercise, lungs, breathe, hot, cold, health, blood, oxygen, gallop, slither, squeeze, prod, press, pinch, pat</i>	<i>Throw, catch, target, run, skip, jump, bend, stretch, move, high low, fast, slow, patch, position</i>	<i>Throw, catch, target, run, skip, jump, bend, stretch, move, high low, fast, slow</i>	<i>Team, group, together, goals, aims, role, points, score</i>	<i>Over, under, through equipment, rolling, crawling, sliding, jumping, climbing, dodging, weaving,</i>

Story map - using drawings to tell stories. Mark making activities. Stories and rhymes and poems. Recognise own name. Recognise rhythm in spoken words and can blend words e.g. snow-man. Clap out one to three syllable words. Hear and say the initial sound in words. Know that stories have a title. Identify initial sound in a word when given a choice. Join in repeated refrains in rhymes, poems and stories. Describe main story settings, events and principal characters. Environmental print. Captions and labels. Stories and rhymes. Set 1 Sounds Read, write Inc. Red words introduction. HFW Hold a pencil between the first two fingers and thumb to copy a circle. Write own name with a capital letter. Develop and act out narratives.

Story map. Ask and answer how and why questions in response to stories or events. Handwriting patterns. Simple phrases and sentences. Capital letters. Full stops, finger spaces. Reading skills/Early Readers Hear and say initial and final sound in words. Make a prediction of what happens next. Read and talk about what they have just read. Identify when two words rhyme. Blend onset then rime to identify an object e.g. dog Continue a rhyming string. Set 1 Sounds Read, write Inc. Red words development. Green blending cards HFW Form clearly identifiable letters to communicate meaning. Use top to bottom and left to right conventions. Form letters in my name correctly. Write CVC words, Hold a pencil between the first two fingers and

Story map - using drawings to tell stories. Simple sentence work. Sequencing 3 parts. Hold a sentence. Stories and rhymes. Handwriting focus. Guided reading/home reading. Hear and say initial, medial and final sound in words. Answer how and why questions about a book. Know the difference between fiction and non-fiction stories. Set 1 sounds, red tricky words HFW Hold pencil with dynamic tripod grip with good control. Begin to use capital letters and full stops. Consistently use finger spaces. Link all single letter graphemes to phoneme. Dictate and invent own compositions. Begin to use storytelling language. Write short captions, simple sentences

Stories and rhymes. Record their thinking using marks, they can interpret and explain. Handwriting focus. Different genre for purpose - non-fiction, fiction. Instructions. Know that different books include elements such as cover, contents, page, blurb. Guided reading/home reading. Orally blend CVC/CVCC Set 1 sounds consolidated. Introduction of Set 2 sounds. Red tricky words. HFW Green words. Attempt to spell unfamiliar words using phonics strategy. Write simple sentences which can be read by themselves and others. Add verbs to dictated stories to describe what characters are doing. Include newly introduced vocab when formulating ideas for writing.

Story map Stories and rhymes. Use non-fiction books and search engines to find out information. Answer questions about a story including characters and/or events. Sequence and orally retell a 5-part story. Share ideas and feelings about a story from their own point of view. Familiar authors. Handwriting focus. Guided reading/home reading. Embed Set 1 & 2 sounds. Recognise all letters to read some CCVC/CVCC/VCCV Form the vast majority of letters correctly. Control size and position of writing. Write 3 linked sentences. Use a range of set 2 sounds.

Stories and rhymes from other cultures. Handwriting focus. Guided reading/home reading. Embed Set 1 & 2 sounds. Recognise split digraphs to read some CVCV words. Attempt to read unfamiliar words using phonic strategies. Read a simple sentence. Read all 45 common exception words by sight. Write all letters using a correct sequence of movements. Spell at least 35/45 Reception key words correctly. Write at least 3 linked sentences which can be read by themselves and others. Understand the purpose of different genres for writing and use them appropriately e.g. list, label, story, instruction.

Concepts	<i>Narrative, stories, fiction, rhyme, onset, rime, syllables, phonics, environmental print, capital letters</i>	<i>Comprehension of stories, initial and final sounds, syllables, predictions, rhyming strings, phonics, HFW, directionality of letter writing, captions, sentences</i>	<i>Sentence, sequencing, hold a sentence, handwriting, directionality, non-fiction, pencil control, capital letters, full stops, graphemes, composition, dictation</i>	<i>Explain, interpret stories, fiction, non-fiction, instructions, title, blurb, contents, Set 2 phonics sounds, tricky words, spelling cvc, verbs, characters</i>	<i>Research, search engines, authors, pencil control, linking sentences, letter formation</i>	<i>Culture, country, split digraphs, common exception words, genre of texts</i>
Vocab	<i>Stories, rhymes, phonic set 1 sounds, reading, writing, phoneme, phonic, letter, capital letter, syllable</i>	<i>Sentence, start, top, bottom, below line - descender, above line ascender, phoneme, red word, predict, next after that, story, rhyme, fiction</i>	<i>Pencil, left, right, top, bottom, capital letter, full stop, sentence, red words, Phonics set 1, HFW, storytelling language, first, next, after that, long ago, once upon a time, happily ever after</i>	<i>Instructions, first, then, next, sequence, verb, phonic set 2 sounds, contents page, title, blurb, cover</i>	<i>Sequence, beginning, middle, end, phonics set 2 sounds, consolidate set 1 sounds, capital letter, full stop, search engine, internet</i>	<i>list, label, story, instruction. HFW Rec list, common exception word list Rec.</i>
Texts	Going on a Bear Hunt. Goldilocks Titch Kippers new pet How do you feel? Senses Meg and Mog Winnie the Witch Funny Bones	Elves and the Shoemaker. Gruffalo Stick man Room On A Broom Gingerbread Man Not A Stick Rama & Sita Don't Hog the Hedge Fireworks Zog Christmas Story	The Jolly Postman Three Little Pigs Going to hospital Zoo Vet Police Farmer Duck Charlie the firefighter +non-fiction texts relating to genre	Hungry Caterpillar Jack & the Beanstalk Ugly Duckling Life Cycles - frog Mr Wolf's pancakes The runaway pancake Easter story The Tiny Seed	Little Red Riding Hood The Grouchy Ladybird Noah's Ark Let's Go	Handa's Surprise William's wish wellingtons Lighthouse Keepers Lunch. Harry's Bucketful Of Dinosaurs +Cultural topic specific texts

Mathematical Development	<p>Number: Learning about numbers, recognising numerals and their properties through play. One to one correspondence.</p> <p>Using number rhymes and songs children will learn the order and value of a number.</p> <p>Begin to count meaningfully. Count an arrangement of objects up to 5. Draw representations of objects up to 5.</p> <p>Subitise to 5</p> <p>Find the number just before or just after</p> <p>Introduce Numicon and part, part, whole.</p> <p>Time, days of the week, What's the time Mr Wolf?</p> <p>Bonds to 5</p> <p>Sorting</p> <p>Capacity: Children can order three objects in size and say which one holds less or more.</p>	<p>Number: Learn to count in order forwards and backwards to 10</p> <p>Number formation.</p> <p>What is a 'pair'?</p> <p>Match numeral to quantity to 10</p> <p>Number order: recites numbers in orders to 10 and beyond.</p> <p>Compare same and different sized sets of 1-6 by matching and tell if the result is the same. Compare sets by counting and make accurate comparisons.</p> <p>Verbally names the number of items shown pictorially.</p> <p>Children will begin to 'record' their work using marks that they can interpret.</p> <p>Count out 6 from a larger group</p> <p>One more or one fewer than a given number to 10.</p>	<p>Combine two groups and find the total by counting them all.</p> <p>Begin to add two numbers and write as a number sentence.</p> <p>Bonds to 10</p> <p>Compare and order lengths marked into units 1-6 then beyond.</p> <p>Money: begin to use language relating to money.</p> <p>Order events over 1 day</p> <p>Everyday objects and shape - 2D shape</p> <p>Ordinal number to 10.</p> <p>Positional language</p> <p>Abstraction.</p> <p>Weight: Children can find things that are the same weight, weigh less and more using balancing scales.</p>	<p>Count to and back from 20.</p> <p>Number place value. Introduction tens, ones.</p> <p>Doubling</p> <p>Introduce subtraction and writing as a number sentence.</p> <p>Solve simple number problems by adding two numbers together (up to 5).</p> <p>Solve simple word problems using a part-part-whole method.</p> <p>Child applies subitising skills to work out the total without using counting aids.</p> <p>Estimation: children will estimate and check by counting the things that we grow.</p> <p>Pattern - repeat, continue, create.</p> <p>3D shape</p>	<p>Introduce number lines for counting on from any number. Link to addition.</p> <p>Reinforce number order to 20 and beyond, counting one more and one less.</p> <p>Knows that the whole is bigger than parts.</p> <p>Missing number sums. Begins to know number combinations to 4 then 5 for example when shown 4 objects and then 1 is hidden and then shown the 3 remaining quickly knows that there is 1 hidden.</p> <p>Share up to 6 objects between 2 people. Half as opposite of double.</p> <p>Problem solving and reasoning.</p> <p>Subtraction as counting back from a number</p> <p>Odds and evens.</p>	<p>ELG: Children will count reliably with numbers to 20 using a range of media, including numicon.</p> <p>ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Analogue and digital time on the hour.</p> <p>Number names. Words and numeral match</p> <p>Children begin to use counting on and counting backwards to solve addition and subtraction calculations.</p> <p>Problem solving and reasoning.</p>
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Concepts	<i>Number recognition, one to one correspondence, counting on, representation of number, time, capacity</i>	<i>Number recognition, counting forwards and backwards in ones, number names, compare size.</i>	<i>Number names to 10, adding, totals, combining groups, weight, length, money, positional language, shape 2D</i>	<i>Number names 20+, subtraction, subitising, estimation, patterns, sharing, shape 3D</i>	<i>Number names, number placement, one more, one less, whole, part, combine</i>	<i>Number names, counting, size, quantity, position, distance, money, comparisons, shape</i>
Vocab	<i>Number names to 10, before, after, ones, days of week, today, tomorrow, yesterday, part-part-whole, group. More, less, bigger, smaller</i>	<i>Number names, compare bigger, smaller, larger.</i>	<i>Addition, total equals, plus, altogether, heavy, heavier light, lighter, scales, balance, full empty, half full, long, short, shorter, longer, coins, notes, 1p, 2p under, below, over, beside, next to square, rectangle, triangle, circle,</i>	<i>Number names, subtraction, take away, equal, left, estimate, check, share, divide, pattern, repeat, continue, create, sphere, cuboid, prism, pyramid, cylinder, tens, ones</i>	<i>Number names 20+, before after, more, less, whole, part, add, subtract, total.</i>	<i>Number names, large, small, more, less, left, right, up, down, beside, next to, over, under, long, far, near, 1p, 2p, 5p, 10p, hour, minutes,</i>

<p>Knowledge & Understanding Of The World</p>	<p>Investigate changes in Autumn - seasons. Identify seasonal patterns - notice and discuss patterns around them - plants and animals. Family traditions and customs from own families- special times and events for themselves and family and friends.</p> <p>Where do they live? How have they changed from when they were born? Order and sequence familiar events. British values.</p> <p>How things work. Explore using senses, exploratory play, and the world around them. Taking care of nature</p> <p>Observe, find out about and identify features in the place they live and in the natural world. Types of housing</p> <p>Taking photos with an iPad. iPad App Farm phonics</p>	<p>Investigate changes in seasons and weather in winter. Weather patterns. Autumn collections of living and non-living things. Explore the environment using senses. Christmas traditions. Cooking and tasting - develop food vocab using taste, smell, texture, feel. Explore familiar food products such as fruit and vegetables. Track Santa around the globe.</p> <p>Using a CD player</p> <p>Remembrance Day poppies</p> <p>School 360 - Build a Nativity</p>	<p>Different occupations and their roles. People who help us. Explore seasonal changes. Operation of simple equipment and technology Children to make a map of the journey the postman will take. The globe. Easter Customs, hot cross buns - Pancake day - stir, spread, knead and shape a range of food ingredients; work safely and hygienically. Measure and weigh food using non-standard measures.</p> <p>Log in to school 360</p> <p>Compare old and modern uniforms</p> <p>Toy telephones</p> <p>Compare Chinese New Year traditions to ours</p>	<p>Mini beasts. Growth of animals and ourselves and plants. Develop their understanding of growth, decay and changes over time. Life cycles. Examine change over time. Question why things happen and give explanations. Seasonal changes. Spring Chicks? Tadpoles? Life cycles Easter customs. Farm trip. Ponds, sea, caves, cities. Different environments and habitats.</p> <p>iPad Apps for symmetry</p>	<p>Living things and their habitats. Wild animals compared to pets. Bird watching - RSPB, RSPCA. Baby animals and their mothers. Extinct animals - dinosaurs. Transport through time. Travel - how to get to places. Talk about past and present events in their own lives and in the lives of family members. Extend their vocab in relation to history. Compare holidays from the past to now.</p> <p>BeeBot journeys</p> <p>Big Track programming</p>	<p>Changes - in themselves and others. Knowledge of different communities and countries and their culture. Cultural topic. Find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world. Find out about people and places. Explore similarities and differences, patterns and changes over time. Find out about themselves and others, their families, communities and traditions. Make comparisons.</p>
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Concepts	<i>Seasons, change, pattern, tradition, customs, family, friends, birth, growth, British Values, environment, home, plants, animals,</i>	<i>Living, non-living, senses, weather, patterns, change, fruit, vegetables, globe, Christmas traditions</i>	<i>Occupations, safety, maps, Easter customs and traditions, Easter Christian religion, hygiene, food safety, cooking, handwashing, measuring weight</i>	<i>Growth, mini beasts, plants, habitats, environment, life cycles, change, decay</i>	<i>Living things, wild animals, pets, farm animals, plants, animals, dinosaurs, extinction, Transport, travel, time, change, engineers, inventions,</i>	<i>Communities, country, belonging, culture, similarity, difference, patterns</i>
Vocab	<i>Autumn, spring summer, winter, weather associated language - rain, cloud, sun, wind, change growth, now, the, past, present, baby, child, houses, village, city, farm, rural, town, environment, screen, home button, save</i>	<i>Living, breathing, moving, non-living, dead, alive, smell, touch, sight, hear, taste, texture, names for common fruits and vegetables, nativity, advent, Christmas. Click drag, play, pause, rewind</i>	<i>Names of common occupations, emergency services, Easter, spring, growth, new life, Jesus, miracle, resurrection, germs, hygiene, names for simple cookery equipment - bowl, spoon, scales, etc knead, shape, keyboard, mouse, ring, call</i>	<i>Name common minibeasts - ladybird, caterpillar, woodlouse, butterfly, millipede, etc Habitats - land, farm, pond, field, etc, tadpoles, frogspawn, eggs, chicks</i>	<i>Past, present, then, now, future Name of common animals - pets, farm animals, wild animals (baby and mother names), common plants and tree names - daisy, daffodil, tulip, oak, holly, clear, program, run, instructions,</i>	<i>Names of key countries, including England, sea, land, ocean, family, traditions, culture, same, different, unique.</i>

<p>An introduction to the seasons: look at Autumn and Autumn colours. Use the senses to talk about what we see, hear, taste, feel and smell.</p> <p>Printing with a variety of objects and block colours - hands, feet, fingers, blocks, potatoes. Pattern, shape. Create rubbings of leaves.</p> <p>Experimenting with, mix and use paints to create portraits. Create accurate drawings of people.</p> <p>Learn traditional rhymes, songs and move to music. Sing echo songs and perform movements to a steady beat.</p> <p>Use body percussion instruments to perform and play to a steady beat.</p> <p>Number songs - 10 green bottles, 10 jumping monkeys.</p> <p>Thumb pot 'bowl'.</p> <p>PVA glue spreading</p>	<p>Puppets and drama. Christmas performance dance and song.</p> <p>Children using their imagination and knowledge to plan and develop role play.</p> <p>Handling and manipulating a range of materials.</p> <p>Using tools for a purpose. Select and name the tools needed to work the materials such as paper and scissors. Explore ideas by re-arranging materials.</p> <p>Card making - pop ups and using a variety of drawing tools.</p> <p>Christmas songs and carols.</p> <p>Create collage with materials and simple weaving - Christmas, Autumn.</p> <p>Percussion instruments</p> <p>Folding paper and Sellotape joins</p> <p>Clay ball - hedgehog</p> <p>Wax resist painting</p>	<p>Testing our ideas: Plan, design, test and improve. What is the best material to use?</p> <p>Learning how sounds can be changed: loud/quiet/high and low. Repeated rhythms and patterns: using percussion and tap sticks. Explores the different sounds of instruments. Can we keep a steady beat? Can we follow a pattern? Can we create our own pattern?</p> <p>Tuned percussion instruments</p> <p>Blow paint technique. Paint stripes</p> <p>Clay owls - rolling clay, snipping to add texture and pinching to create shape.</p> <p>Staple joins</p>	<p>Manipulates materials to achieve a planned effect: making bug houses, 3D creatures and woodland animals.</p> <p>Describe simple models or drawings of ideas and intentions.</p> <p>Explore what they are making, which materials they are using and why. Moving animal parts - simple mechanisms. Construct, build, shape and model bird houses.</p> <p>Painting, observational drawing. Looking at famous artists and create their own examples. Textured paint - sunflowers</p> <p>Introduce a storyline or narrative into their play. Compose simple music to accompany stories? Musical movement to familiar stories.</p> <p>Holepunch and split pin joins</p> <p>Coil rolled clay - snail.</p> <p>String paint - butterflies</p>	<p>Create designs using basic techniques. Constructs, build, shape and model with purpose using a variety of resources: e.g. make bird feeders.</p> <p>Plays alongside other children who are engaged in the same theme: can children build a den that they can use for their own habitat.</p> <p>3D junk modelling, sculpture, clay, playdough, plasticine. Discuss work as it progresses.</p> <p>Instruments: can we use instruments to perform (building on composition). Listen to different sounds made by water animals, transport</p> <p>Design flags</p> <p>Glue gun join.</p> <p>Coil clay pot.</p> <p>Print paint tracks.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. Select materials from a range that will meet design criteria.</p> <p>Large scale group artworks.</p> <p>Plays cooperatively as part of a group to act out a narrative. Singing and performing. Use a range of percussion instruments. Play in a controlled way.</p> <p>Stitching to join.</p> <p>Combining clay pieces</p>
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Concepts	<i>Colour, senses, Seasons, shape, pattern, images, paint mixing colours, drawing, rhyme, movement, beat, rhythm, percussion</i>	<i>Drama, performance, dance, song, assembling materials, joining materials, re-arranging materials, collage, weaving</i>	<i>Planning, designing, making, evaluating, material, musical elements - pitch, dynamics</i>	<i>3D model making, drawing, designing, simple mechanisms, construction, shaping</i>	<i>3D model making, drawing, designing, simple mechanisms, construction, shaping</i>	<i>Assemble, join, shape materials, scale, co-operation</i>
Vocab	<i>Names of primary and secondary colours, senses, see touch, texture, feel, mix, combine, draw, mark make, beat, rhythm</i>	<i>Drama, voice, audience, act, speak, listen, song, tempo, fast, slow, loud, quiet, scissors, paper, cardboard, glue, sticky tape, wave, loom, tambour, clave, cymbal, crayon</i>	<i>Loud, quiet, high, low, pattern, beat, chime bar</i>	<i>Paint, draw, mechanism, construct, build, wood, saw, nails, hammer, shape, lever, sketch,</i>	<i>Paint, draw, mechanism, construct, build, wood, saw, nails, hammer, shape, plasticine, playdough, form, clay</i>	<i>Control, percussion shake, bang, tap, scratch, staple, nail, team work, large scale, thread, knot, slip,</i>