



Dringhouses

Primary School | York

Dringhouses Discovery Curriculum Long Term Plan: Early Years

EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Theme	Autumn 1 (5 full weeks) What makes us special?	Autumn 2 (7 weeks) Do we all celebrate the same things?	Spring 1 (7 weeks) What's in the Sky?	Spring 2 (6 weeks) Who's afraid of the Big Bad Wolf?	Summer 1 (5 weeks) Where in the world do you live?	Summer 2 (7 weeks) What would you find in the deep blue sea?
Possible curriculum enrichment	Visits to the local park, The Railway Pond and Hob Moor Visit from postman Visit from lollipop man	Walk to the post office St Edward's Church Dringhouses Library	Visit from York Birds of Prey Centre Visit from dental nurse	Theatre Visit	Askham Bryan College (wildlife park)	The Deep
Communication and Language						
What does this look like?	Daily story time Daily singing of nursery rhymes Daily discussion about the timetable and weather Daily high quality conversation during provision time Listening games WELCOMM programme	Daily story time. Daily singing of nursery rhymes Daily timetable and weather Daily high quality conversation during provision time Listening games WELCOMM programme	Daily story time Daily singing of nursery rhymes Circle time focused on developing listening, attention and speaking skills Daily timetable and weather Daily high quality conversation during provision time Listening games WELCOMM programme	Daily story time Daily singing of nursery rhymes Circle time focused on developing listening, attention and speaking skills Daily timetable and weather Daily high quality conversation during provision time Listening games WELCOMM programme	Daily story time Daily singing of nursery rhymes Circle time focused on developing listening, attention and speaking skills Daily timetable and weather Daily high quality conversation during provision time Listening games WELCOMM programme	Daily story time Daily singing of nursery rhymes Circle time focused on developing listening, attention and speaking skills Daily timetable and weather Daily high quality conversation during provision time Listening games WELCOMM programme
Key knowledge/skills	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking	Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions

	<p>Children will talk in front of small groups and their teacher offering their own ideas.</p>		<p>conjunctions, e.g. and, because.</p>	<p>begin to use new vocabulary in different contexts.</p>	<p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Personal, Social and Emotional Development</p>						

<p>What does this look like?</p>	<p>Dringhouses Value – co-operation Circles Times focused on: <i>Class rules</i> <i>School rules</i> <i>Zones of regulation</i> <i>All About Me - family trees</i> <i>Personal boundaries</i> <i>Asking for help</i></p> <p><u>Focus texts to include:</u> <i>“Augustus and his Smile”</i> <i>“Kippers Birthday”</i> <i>“Ruby’s Worry”</i> <i>“Marvin is Mad”</i> <i>“What makes me ME”</i> <i>“Great Big Book of Families”</i></p> <p>Mindfulness lessons Year 6 buddies</p>	<p>Dringhouses Value – Respect Circles Times focused on: <i>Feelings</i> <i>Private parts (NSPCC Pantosaurus song)</i></p> <p>Fireworks and Bonfire Night safety Children in Need Anti-Bullying week</p> <p>Mindfulness lessons Year 6 buddies</p>	<p>Dringhouses Value – Independence Circles Times focused on: <i>Self-care (hand washing, teeth brushing, sleep, keeping clean)</i> <i>Turn-taking</i></p> <p><u>Focus texts to include:</u> <i>“Alan’s Big Scary Teeth”</i> <i>“Pigeon Needs a bath”</i> <i>“Get some sleep Sleeping Beauty”</i></p> <p>Mindfulness lessons Year 6 buddies</p>	<p>Dringhouses Value – Democracy Circles Times focused on: <i>Feelings</i> <i>Resilience and perseverance</i> <i>Listening to ideas of friends</i> <i>Compromising</i></p> <p><u>Focus texts to include:</u> <i>“Big Book of Feelings”</i> <i>“The Most Magnificent Thing”</i> <i>“The Squirrels Who Squabbled”</i></p> <p>Mindfulness lessons Year 6 buddies</p>	<p>Dringhouses Value – Inclusion Circles Times focused on: <i>Controlling emotions</i> <i>Working as a team</i></p> <p>Getting changed for PE independently</p> <p>Mindfulness lessons Year 6 buddies</p>	<p>Dringhouses Value – Community Circles Times focused on: <i>Transition to Year 1</i> <i>Water Safety</i> <i>Resilience</i> <i>Reflecting on the year</i></p> <p>Mindfulness lessons Year 6 buddies</p>
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<p>Key knowledge/skills</p>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will understand the need to have rules</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self .Children will wash their hands independently.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus in longer whole class lessons.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Building Relationships Children will be able to use taught strategies to support turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will listen to the ideas of a friend and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will learn to undress and dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults</p>
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						and friendships with peers. Show sensitivity to their own and to others' needs.
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Physical Development

<p>What does this look like?</p>	<p>Weekly PE lesson - <i>Balance and Coordination</i></p> <p>Dough Disco lessons Fine motor development supported through provision (busy fingers, using tools, construction, letter formation worksheets, playdough) Gross motor development supported through provision (trim trail, PE games trolley, bikes, large scale art) Letter formation and Art and D&T teacher directed activities</p>	<p>Weekly PE lesson - <i>Hop, Skip, Jump</i></p> <p>Dough Disco lessons Fine motor development supported through provision (busy fingers, using tools, construction, letter formation worksheets, playdough) Gross motor development supported through provision (trim trail, PE games trolley, bikes, large scale art) Letter formation and Art and D&T teacher directed activities</p>	<p>Weekly PE lesson - <i>Dodging and Weaving</i></p> <p>Dough Disco lessons Fine motor development supported through provision (busy fingers, using tools, construction, letter formation worksheets, playdough) Gross motor development supported through provision (trim trail, PE games trolley, bikes, large scale art) Letter formation and Art and D&T teacher directed activities</p>	<p>Weekly PE lesson - <i>Roll Throw Catch</i></p> <p>Dough Disco lessons Fine motor development supported through provision (busy fingers, using tools, construction, letter formation worksheets, playdough) Gross motor development supported through provision (trim trail, PE games trolley, bikes, large scale art) Letter formation and Art and D&T teacher directed activities</p>	<p>Weekly PE lesson - <i>Striking and Fielding</i></p> <p>Dough Disco lessons Fine motor development supported through provision (busy fingers, using tools, construction, letter formation worksheets, playdough) Gross motor development supported through provision (trim trail, PE games trolley, bikes, large scale art) Letter formation and Art and D&T teacher directed activities</p>	<p>Weekly PE lesson - <i>Attack and Defend</i></p> <p>Dough Disco lessons Fine motor development supported through provision (busy fingers, using tools, construction, letter formation worksheets, playdough) Gross motor development supported through provision (trim trail, PE games trolley, bikes, large scale art) Letter formation and Art and D&T teacher directed activities</p>
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Key knowledge/s kills	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Children will jump and land safely from a height.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement</p> <p>Children will be able to control a ball in different ways.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will be able to hop, skip and jump effectively and with control.</p> <p>Children will be able to control a ball in different ways.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>
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Literacy (Success For All Phonics)

<p>What does this look like?</p>	<p>Daily phonics lessons Daily shared reading lessons Individual reading during provision time Weekly literacy lessons Weekly adult directed literacy tasks Literacy development supported through provision (topic books, activities linked to texts, puppets, role-play)</p> <p><u>Focus texts to include:</u> "The Tiger Who came</p>	<p>Daily phonics lessons Daily shared reading lessons Individual reading during provision time Weekly literacy lessons Weekly adult directed literacy tasks Literacy development supported through provision (topic books, activities linked to texts, puppets, role-play)</p> <p><u>Focus texts to include:</u></p>	<p>Daily phonics lessons Daily shared reading lessons Individual reading during provision time Weekly literacy lessons Weekly adult directed literacy tasks Literacy development supported through provision (topic books, activities linked to texts, puppets, role-play)</p> <p><u>Focus texts to include:</u></p>	<p>Daily phonics lessons Daily shared reading lessons Individual reading during provision time Weekly literacy lessons Weekly adult directed literacy tasks Literacy development supported through provision (topic books, activities linked to texts, puppets, role-play, hot-seating)</p>	<p>Daily phonics lessons Daily shared reading lessons Individual reading during provision time Weekly literacy lessons Weekly adult directed literacy tasks Literacy development supported through provision (topic books, activities linked to texts, puppets, role-play, hot-seating))</p>	<p>Daily phonics lessons Daily shared reading lessons Individual reading during provision time Weekly literacy lessons Weekly adult directed literacy tasks Literacy development supported through provision (topic books, activities linked to texts, puppets, role-play, hot-seating))</p>
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	to tea” Judith Kerr “Once There Were Giants” Learn to recite a poem (Twinkle Twinkle Little Star)	“Dipal’s Diwali” - Twinkl original “Where the Poppies Grow” - Hilary Robinson “The Jolly Christmas Postman” - Allan Alhberg “The Christmas Story” Learn to recite a poem (Hickory Dickory Dock)	“Whatever Next!” - Jill Murphy “The Darkest Dark” - Chris Hadfield “Otto Blotter, Bird Spotter” - Graham Carter “The Great Race” Learn to recite a poem (One Two Buckle My Shoe)	<u>Focus texts to include:</u> Little Red Riding Hood The 3 Little Pigs “We’re Going on an Egg Hunt” Learn to recite a poem (Hot Cross Buns)	<u>Focus texts to include:</u> “While the animals were sleeping” - Clare Helen Welsh “Oi Frog” - Kes Grey “Farmer Duck” - Martin Waddell Learn to recite a poem (Ten Dancing Dinosaurs)	<u>Focus texts to include:</u> “Commotion in the Ocean” Giles Andreae “Billy’s Bucket” - Kes Gray “The Night Pirates” - Peter Harris Learn to recite a poem (My Tree)
Key knowledge/skills	<p>Comprehension Children will retell a simple story using visual clues Children will enjoy listening to stories Children will make a simple prediction about what might happen next Children will join in with familiar rhymes and songs</p> <p>Composition Children will say the initial sound in a word. Children will orally segment some simple CVC words.</p> <p>Transcription Uses some recognisable letter shapes when writing own name. Shows a dominant hand for writing.</p> <p>Word Reading Phonics: Phase 1 – nursery rhymes, sound walks, instruments</p>	<p>Comprehension Children will talk about the main events in the story and predict what might happen.</p> <p>Composition Children will match set 1 graphemes and phonemes. Children will write cvc words and labels. Children will start to write simple captions. Children will hold a simple sentence for writing.</p> <p>Transcription Children will hold a pencil effectively. Children will write their own name forming most letters correctly. Children will write some lower case letters correctly. Children will use some upper case letters, e.g. for own name, Mum and Dad. Children can segment and spell some cvc words containing set 1</p>	<p>Comprehension Children will retell a story using role-play or small world resources. Children will identify non-fiction texts and remember facts.</p> <p>Composition Children will say the sound for all set 1 sounds and some graphemes. Children will write CVC words and labels using set 1 sounds.</p> <p>Transcription Children will write some upper case letters correctly. Children will write most lower case letters correctly using a tripod grip.</p> <p>Word Reading Phonics Phase 3 – j,v,w,x,y,z,zz,qu,ch,sh, th,ng, ai,ee HFW – up, mum, but, back, he, me, we, she, be, was, my, you</p>	<p>Comprehension Children will retell a story using vocabulary that has been learnt. Children will make up their own stories.</p> <p>Composition Children will say the sound for graphemes. Children will start to write short sentences.</p> <p>Transcription Children will spell some tricky words.</p> <p>Word Reading Phonics Phase 3- igh,oa,oo,ar,or,ur, ow,oi,ear, air,ure HFW – her, all, are, will, look, see, with, that, this, for, now, down</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Composition Write simple phrases and sentences that can be read by others.</p> <p>Transcription Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Composition Write simple phrases and sentences that can be read by others.</p> <p>Transcription Write recognisable letters, most of which are correctly formed. Spell words by</p>

	Phase 2 – s,a,t,p,i,n,m,d,g,o HFW – the, a, l, no, to, into, it, is, on, go	sounds. Word Reading Phonics Phase 2 – c,k,ck,e,u,r,h,b,f,ff,l,ll, ss and Phase 2 consolidation HFW – an, as, if, of, off, can, dad, had, and, get, big, his, him, not, got			them and representing the sounds with a letter or letters. Word Reading Phonics Phase 3 – er and Phase 3 consolidation Phase 4 HFW – they, too, them, said, have, like, so, do, some	identifying sounds in them and representing the sounds with a letter or letters. Word Reading Phonics Phase 4 Introduction of Phase 5 HFW – come, were, there, little, one, when, out, what
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Maths (NCTEM Mastering Number)

What does this look like?	Subitising Counting, ordanility and cardinality Composition Comparison Shape, space and measure Daily maths lessons Daily counting (forwards and backwards, in the line, how many children, how many toys) Maths supported through provision IWB games	Counting, ordanility and cardinality Composition Comparison Shape, space and measure Daily maths lessons Daily counting (forwards and backwards, in the line, how many children, how many toys) Maths supported through provision IWB games	Subitising Counting, ordanility and cardinality Composition Comparison Shape, space and measure Daily maths lessons Daily counting (forwards and backwards, in the line, how many children, how many toys) Maths supported through provision IWB games	Counting, ordanility and cardinality Composition Comparison Shape, space and measure Daily maths lessons Daily counting (forwards and backwards, in the line, how many children, how many toys) Maths supported through provision IWB games	Subitising Counting, ordanility and cardinality Composition Comparison Shape, space and measure Daily maths lessons Daily counting (forwards and backwards, in the line, how many children, how many toys) Maths supported through provision IWB games	Subitising Counting, ordanility and cardinality Composition Comparison Shape, space and measure Daily maths lessons Daily counting (forwards and backwards, in the line, how many children, how many toys) Maths supported through provision IWB games
Key Knowledge/ Skills	Number Children will subitise within 4 Children will have a deep understanding of the numbers 0 - 4 (composition of each number) Numerical Patterns Children will count to 10	Number Children will subitise within 5 Children will have a deep understanding of the numbers 0-5 (composition of each number) Numerical Patterns Children will count to 10	Number Children will begin to connect quantity with numeral Children will confidently subitise within 5 Numerical Patterns Children will begin to identify missing parts within 5	Number Children will know number bonds to 5. Children will confidently subitise within 6. Children will confidently reason about how numbers can be made to 5. Numerical Patterns	Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or	Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or

	<p>Children will use the language 'more than' and 'fewer than' to compare</p> <p>Shape, Space and Measure</p>	<p>Children will compare amounts and use the word 'equal'</p> <p>Children will use the language 'whole' and 'parts'</p> <p>Shape, Space and Measure</p>	<p>Children will know that each number is one more than the previous number</p> <p>Children will compare numbers and use the word 'equal'</p>	<p>Children will count a large set of objects.</p> <p>Children will compare quantities and numbers using the words more/less/equal.</p> <p>Children will know one more/one less to 10.</p> <p>Children can show doubles on a ten frame.</p>	<p>other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p>						

<p>What does this look like?</p>	<p><i>Circle Time focused on:</i> Understanding growth in humans (linked to families and Year 6 buddies)</p> <p>Exploring local environment including school field, railway pond, park</p> <p>Fortnightly Outdoor School lessons: Seasonal Change - Autumn (leaf collecting/rubbing, seed collecting, art in nature)</p> <p>Computing: using the IWB</p>	<p><i>Circle Time focused on:</i> Remembrance Day, Diwali, Hanukkah, Bonfire Night, Armistice Day, Advent and Christmas (25th December), favourite toys/old toys</p> <p>Fortnightly Outdoor School lessons: Hibernation</p> <p>Computing: using the IWB, using iPad to take photos</p>	<p><i>Circle Time focused on:</i> Aeroplanes and rocket development, Chinese New Year, Valentines Day, Shrove Tuesday, Different occupations in the community (postman, librarian, lollipop man)</p> <p>Fortnightly Outdoor School lessons: Seasonal Change - Winter (changing seasons, ice, frost, trees, weather), Birds in Winter. RSPB bird watch, binocular use. Feeding the birds</p> <p>Computing: using the IWB, using iPad to take photos, key skills on iPads, using software (Purple Mash)</p>	<p><i>Circle Time focused on:</i> Mothering Sunday, Easter, Ramadan</p> <p>Fortnightly Outdoor School lessons: Seasonal Change - Spring (observe the changing environment, signs of Spring, new growth, buds, blossom, flowers etc) Planting</p> <p>Computing: using the IWB, using iPad to take photos, key skills on iPads, using software (Purple Mash), using a keyboard</p> <p>Take part in Science Week</p>	<p>Study of local area (maps) Study of Africa Study of Antarctica</p> <p>St. George's Day May Day</p> <p>Fortnightly Outdoor School lessons: Minibeasts</p> <p>Computing: using the IWB, using iPad to take photos, key skills on iPads, using software (Purple Mash), using a keyboard, programming the Beebots</p>	<p><i>Circle Time focused on:</i> The Sea, history of pirates, floating and sinking, stories from the Bible)</p> <p>Fortnightly Outdoor School lessons: Seasonal Change - Summer (observe the changing environment, choose appropriate clothing for hot days, and create artwork out of natural materials)</p> <p>Computing: using the IWB, using iPad to take photos, key skills on iPads, using software (Purple Mash), using a keyboard, programming the Beebots, use a Chromebook keyboard</p>
<p>Key knowledge/ skills</p>	<p><i>The Natural World</i> Children will understand the terms 'same' and 'different'.</p> <p>Children will know about the season of Autumn and its characteristics</p> <p><i>People, Culture and Communities</i> Children will know about features of the immediate environment.</p> <p><i>Past and Present</i> Children will know about their own life story and how they</p>	<p><i>The Natural World</i> Children will explore and ask questions about the natural world around them. Children will know about the season of Autumn/Winter and their characteristics</p> <p><i>People, Culture and Communities</i> Children will know that people around the world have different religions.</p> <p><i>Past and Present</i> Children will know some similarities and differences between</p>	<p><i>The Natural World</i> Children will talk about features of the environment they are in and learn about the different environments. Children will know about the season of Winter and its characteristics</p> <p><i>People, Culture and Communities</i> Children will know about people who help us within the community.</p> <p><i>Past and Present</i> Children will talk about past and present events in their lives and what has been read to them.</p>	<p><i>The Natural World</i> Children will make observations about plants discussing similarities and differences. Children will know about the season of Spring and its characteristics</p> <p><i>People, Culture and Communities</i> Children will know that people around the world have different religions.</p> <p><i>Past and Present</i> Know some similarities and differences between things in the past and now</p>	<p><i>The Natural World</i> Children will make observations about animals discussing similarities and differences. Children will know about the season of Spring/Summer and their characteristics</p> <p><i>People, Culture and Communities</i> Children will know that there are many countries around the world Children will know that simple symbols are used to identify features on a map.</p>	<p><i>The Natural World</i> Children will know some important processes and changes in the natural world, including states of matter. Children will know about the season of Summer and its characteristics</p> <p><i>People, Culture and Communities</i> Children will know that people around the world have different religions.</p> <p><i>Past and Present</i> Children will know about the past through settings, characters and events.</p>

	have changed.	things in the past and now.		.Children will know about the past through settings and characters.		
Expressive art and design						
What does this look like?	Supported through provision (junk modelling, construction, mark-making, role play, musical instruments, nursery rhymes, observational drawing) Weekly music lessons Adult-directed art/DT: line and shape drawing, feelings collage, self-portraits)	Supported through provision (junk modelling, construction, mark-making, role play, musical instruments, nursery rhymes, observational drawing) Weekly music lessons Adult-directed art/DT: firework pictures, exploring shapes in clay, diva lamps with clay, rangoli patterns, transient art and taking photos, poppy printing, Christmas cards Fortnightly cooking lessons: Mango Lassi, flatbreads, mince pies Rehearse and sing in Nativity performance Care for instruments and put them away carefully	Supported through provision (junk modelling, construction, mark-making, role play, musical instruments, nursery rhymes, observational drawing) Weekly music lessons Adult-directed art/DT: textured pictures of rockets, designing a bird hide, Chinese writing, colour mixing) Fortnightly cooking lessons: yoghurt museli pots, star biscuits, stir fry Weekly singing assembly	Supported through provision (junk modelling, construction, mark-making, role play, musical instruments, nursery rhymes, observational drawing) Weekly music lessons Adult-directed art/DT: explore produces to influence own designs, make props for storytelling, Mother's Day cards, design & make (building) structures) Fortnightly cooking lessons: porridge, gingerbread biscuits, chocolate nests) Weekly singing assembly	Supported through provision (junk modelling, construction, mark-making, role play, musical instruments, nursery rhymes, observational drawing) Weekly music lessons Adult-directed art/DT: creating safari patterns/minibeast patterns and taking photos, colour mixing) Fortnightly cooking lessons: ice cream, vegetable soup Weekly singing assembly Time to talk about creations	Supported through provision (junk modelling, construction, mark-making, role play, musical instruments, nursery rhymes, observational drawing) Weekly music lessons Adult-directed art/DT: explore produces to influence own designs, design & build boats making changes around floating & sinking, fish sewing, salt dough) Fortnightly cooking lessons: savoury salad, a healthy lunchbox) Weekly singing assembly Listen to a range of music Time to talk about creations
Key knowledge/skills	Creating with Materials Children will experiment with mark marking. I can explore mark making in different ways with a variety of different tools	Creating with Materials Children will experiment with colour and shape. I can name and choose colours for a specific purpose I can talk about light and dark colours/tones	Creating with Materials Children will experiment with texture. I can investigate materials including those in the natural world I can explore using different materials to create texture or shape	Creating with Materials Children will make props and costumes for different role play scenarios. Children will safely explore different techniques for joining materials.	Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will experiment with pattern and colour. I can explore making patterns, shapes and	Creating with Materials Children will share creations, talk about process and evaluate their work saying what is the same & different about their and others' work. I can hold and use a pencil, pen, etc

<p>I can identify, describe and use simple shapes including those from the natural world for a purpose</p> <p>I can safely use and explore a variety of materials, tools and techniques to create my own artwork</p> <p>Create art from personal experiences and imagination.</p> <p>(formal elements, line, shape)</p> <p>Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Begin to keep a steady beat using body percussion and apparatus.</p> <p>I can response to the tempo of music played on the piano by walking, striding and running.</p>	<p>(formal elements shape, tone and colour) I will learn how to hold a paint brush.</p> <p>Create art from personal experiences and imagination.</p> <p>(formal elements, colour)</p> <p>Use a spoon to stir, fork to mash, knife to cut/slice</p> <p>Know we wash hands to get rid of germs.</p> <p>Being Imaginative Children will name experiment with different instruments and their sounds, know how to care for them and put them away</p> <p>Begin to keep a steady beat using body percussion and apparatus.</p> <p>I can response to the tempo of music played on the piano by walking, striding and running.</p>	<p>I can manipulate a range of materials and use techniques such as clay, etching, printing and collage</p> <p>I can give simple opinions about the work of an artist or designer</p> <p>I can experiment with mixing colours</p> <p>Create art from personal experiences and imagination.)</p> <p>(formal elements, texture)</p> <p>Use a spoon to stir, fork to mash, knife to cut/slice)</p> <p>Know we wash hands to get rid of germs.</p> <p>Being Imaginative Children will create narratives based around stories.</p> <p>Children will take turns in musical games including dances. Singing so/mi falling minor</p> <p>Keep a steady beat using body percussion and apparatus.</p> <p>I can respond to the tempo of music played on the piano by walking, striding and running.</p> <p>I can indicate extremes of pitch</p>	<p>I can explore & name materials (clay, wire card & paper) and joining techniques</p> <p>I can combine materials with decorations from different sources</p> <p>I can say what I like or don't like about my artwork</p> <p>Create art from personal experiences and imagination.</p> <p>I can choose a material suitable for a task/product</p> <p>I can build a stable model</p> <p>(formal elements, form and shape)</p> <p>Use a spoon to stir, fork to mash, knife to cut/slice</p> <p>Know that we wash our hands to get rid of germs.</p> <p>Being Imaginative Children will move in time to & respond to the music. show steady beat/tempo rhythm</p> <p>I can indicate extremes of pitch through movement.</p> <p>I can respond to the tempo of music played on the piano by walking, striding and running.</p>	<p>pictures using paints and printing,</p> <p>I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)</p> <p>Create art from personal experiences and imagination.</p> <p>(formal elements: pattern, texture)</p> <p>Use a spoon to stir, fork to mash, knife to cut/slice</p> <p>Know we wash hands to get rid of germs.</p> <p>Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Children will move in time to & respond to the music. show steady beat/tempo rhythm</p> <p>I can indicate extremes of pitch through movement.</p> <p>I can identify different sounds.</p>	<p>Choose tools effectively for different tasks and use them safely.</p> <p>I can choose a material suitable for a task/product</p> <p>I can use a digital camera/ipad effectively & apply filters.</p> <p>Create art from personal experiences and imagination.</p> <p>(formal element: form & texture)</p> <p>Use a spoon to stir, fork to mash, knife to cut/slice</p> <p>Know we wash hands to get rid of germs.</p> <p>Being Imaginative Children will invent their own music (improve and copy simple rhythm patterns.</p> <p>Begin to talk about music in term of tempo, mood, dynamics</p> <p>I can indicate extremes of pitch through movement.</p> <p>I can use graphic notation and apparatus to sequence sounds</p> <p>I can identify different sounds</p>
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