



**Curriculum Long Term Overview  
PRE-SCHOOL AND RECEPTION**

Inspire • Challenge • Achieve

**Curriculum Drivers**

<b>Community</b>	<b>Enrichment</b>	<b>Knowledge &amp; Skills</b>	<b>Aspiration</b>
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital.	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

**School Values ([website](#))**

<b>Togetherness</b>	<b>Respect</b>	<b>Resilience</b>	<b>Ambition</b>	<b>Pride</b>
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**British Values ([statement](#))**

<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect &amp; Tolerance</b>
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## 2020/2021 – Rotation A

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Superheroes</b>  Inspire Knowledge and skills Community	<b>Once upon a time</b>  Challenge Enrichment Knowledge and skills	<b>Enchanted Woodland</b>  Inspire Knowledge and skills	<b>Muck, Mess and Mixture</b>  Challenge Achieve Aspiration		
- All about me- if I was a superhero/ what I like/am good at/ dreams about - People who help us <b>TOPIC BOOKS:</b> Super Daisy Super Duck Supertato Elliot Midnight Superhero My mum is a superhero 10 little superhero Michael Recycle George saves the world by lunchtime Amazing thing for Superhero's to make and do Avocado baby How to be a superhero I'm the best (Lucy Cousins) Harvest	- Traditional tales - Christmas around the world: St Nick traditions - Celebration: What makes people special? - What is Christmas? - How do people celebrate? - What can we learn from stories? - What makes places special? <b>TOPIC BOOKS:</b> <b>Build up a shared knowledge of traditional tales. Books from other cultures and celebrations. Fantasy books to do with Halloween</b>  Gingerbread Man/ Runaway chapatti The enormous Turnip Diwali Story Meg and Mog stories Winnie the witch Christmas stories Nativity story	- Tales of the enchanted wood - British woodland- woodland trust - Heart of England woods - Puzzle wood - Worcester woods - Forest school - Woodland animals/ local British wildlife Spring bluebells/daffodils/snowdrops. <b>TOPIC BOOKS:</b> We're Going on a Bear Hunt Bear Books Spring books Owl Babies Rosie's walk My Mum is fantastic Chinese New year The Magic Paintbrush Goldilocks and the three bears Little red riding hood Gruffalo Stuck	- Growing - Minibeasts - Farms -Science exploration <b>TOPIC BOOKS:</b> The very hungry caterpillar Titch Jaspers beanstalk Jack and the beanstalk Superworm The three little pigs There was an old lady who swallowed a fly The crunching munching caterpillar The grumpy Ladybird The very lazy ladybird Spider Miss Wishey Washy		

		Stick man		
<b>PSED/ SMSC/ RE</b>	<p><b>Me, you and us</b> – personal responsibility, feelings, behaviour, school rules, personal space and consent. Respect, manners, courtesy</p> <p><b><u>MAKING RELATIONSHIPS</u></b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.</p> <p>Shows confidence in asking adults for help.</p>	<p><b>F1: Why is the word ‘God’ so important to Christians? (pg. 29)</b> <b>GOD</b></p> <p><b>F2: Why is Christmas special for Christians? (pg. 30)</b> <b>INCARNATION</b></p> <p><b><u>MAKING RELATIONSHIPS</u></b></p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><b><u>Managing feelings and behaviour</u></b></p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><b>F3: Why is Easter special for Christians? (pg. 31)</b> <b>SALVATION</b></p> <p><b>F4: Being Special: Where do I belong? (pg. 32)</b> <b>THEMATIC</b></p> <p><b><u>MAKING RELATIONSHIPS</u></b></p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p><b><u>Managing feelings and behaviour</u></b></p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p><b>F5: Which places are special and why? (pg. 33)</b> <b>THEMATIC</b></p> <p><b>F6: Which stories are special and why? (pg. 34)</b> <b>THEMATIC</b></p> <p><b><u>HEALTHY ME</u></b> – mental health, healthy eating, bullying and healthy Looking after ourselves and the world around us– Medicine, online, stranger danger, road safety and water safety, vaccinations, sun safety, environment. Relationship. Changes and growing up – Transition, growing up, baby to now, independence, appropriate touching, PANTS.</p> <p><b><u>MAKING RELATIONSHIPS</u></b></p> <p>Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>

**Managing feelings and behaviour**  
 Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Aware of the boundaries set, and of behavioural expectations in the setting.

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

**Self-confidence and self-awareness**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour**  
 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

PHYSICAL DEVELOPMENT	Gymnastics	Dance	Basic Skills - ball skills	Basic skills - throwing and catching	Athletics	Races, fun and games
	<p><u>Health and Self-care</u> Can tell adults when hungry or tired or when they want to rest or play Observes the effects of activity on their bodies. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><u>Physical Development: Moving and Handling</u></p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><u>Being Imaginative</u> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music.</p> <p><u>Moving and Dancing</u> Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.</p> <p><u>Expressive Arts and Design</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p><u>Physical Development: Moving and Handling</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p> <p><u>Physical Development: Moving and Handling</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p><u>Health and Self-care</u> Understands that equipment and tools have to be used safely.</p> <p><u>Physical Development: Moving and Handling</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They handle equipment and tools effectively, including pencils for writing.</p>		
<p><b>COMMUNICATION AND LANGUAGE</b> <b>(Listening and attention / understanding / speaking)</b></p>	<p>To listen to others one to one or in small groups, when a conversation interests them.</p> <p>To focus attention – still listen or do, but can shift own attention.</p> <p>To respond to simple instructions, e.g. to get or put away an object.</p>	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To follow a story without pictures or props.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To use intonation, rhythm and</p>	<p>To have two-channelled attention – can listen and do for short span.</p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To comment and ask questions about aspects of their familiar</p>	<p>To be able to follow directions (if not intently focused on own choice of activity).</p> <p>To begin to understand ‘why’ and ‘how’ questions.</p> <p>To question why things happen and give explanations. Asks who, what, when and how.</p>		

	<p>To use a range of tenses (e.g. play, playing, will play, played).</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To talk about why things happen and how things work.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p>	<p>phrasing to make the meaning clear to others.</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To remember and talk about significant events in their own experience.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas</p>	<p>world, such as the place where they live or the natural world.</p> <p>To talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>To introduce a storyline or narrative into their play.</p> <p>To initiate conversations, attend to and take account of what others say.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To ask appropriate questions of others.</p> <p>To respond to instructions involving a two-part sequence.</p> <p>To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To explain own knowledge and understanding.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>To listen and respond to ideas expressed by others in conversation or discussion. (This is 40-60m not ELG.)</p>
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<p><b>LITERACY: READING/PHONICS</b></p>	<p><b><u>Prediction</u></b> Makes suggestions about what might happen next or how a story might end based on events so far.</p> <p>Innovate stories through role play and small world play.</p>	<p><b><u>Decoding/ Fluency</u></b> Join in with well-known or repeated phrases in stories which are read to them.</p> <p><b><u>Inference</u></b> Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.</p>	<p><b><u>Decoding/ Fluency</u></b> Decoded and blend CvC and then CCVC words</p> <p><b><u>Summarising</u></b> Children recall and order key events from the text. They use a story line or narrative in their role play and small world play.</p>	<p><b><u>Questioning</u></b> With support, children can generate simple questions using who, when, what, how and why.</p> <p><b><u>Retrieval</u></b> Children can answer simple recall questions about stories without pictures or prompts.</p> <p><b><u>Clarifying</u></b> Children use talking about books to clarify their thinking, ideas and feelings. E.g. linking to their own experiences</p>
<p><b>LITERACY: WRITING</b></p> <p><b>Following instructions and giving instructions orally.</b></p> <p><b>Recounts from different characters.</b></p> <p><b>Instructions</b></p> <p><b>Information</b></p> <p><b>Recount Checklist-opportunities to be throughout the year in such as</b></p> <p><b>Maths: time of day</b></p> <p><b>UTW: recall special events and times/ celebrations</b></p> <p>Time adverbials (first, next, after, later)</p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Describe clearly what has happened</li> <li>• Chronological order.</li> </ul>	<p><b>Narrative:</b></p> <p><b>Little Red Hen (harvest festival)</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Non- Chronological Report : information poster</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Opening sentence that explains what the report is about</li> <li>• Picture / diagram</li> <li>• Sentences linked to the pictures</li> </ul> <p>Sometimes gives meaning to</p>	<p><b>Narrative: The Gingerbread man</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Letter to Santa/ Cards</b></p> <ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Chatty language</li> <li>• Informal ending – from, Best Wishes</li> </ul> <p>Ascribes meanings to marks that they see in different places.</p>	<p><b>Narrative: Goldilocks and the three bears</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Poetry:</b> Nursery rhymes Plus: Brown Bear, Brown Bear: Eric Carle [rhyming text]</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Writes own name and other things such as labels, captions.</p>	<p><b>Narrative: The Three little pigs</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Instruction Writing: how to build a ,..</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Simple, easy vocabulary</li> <li>• Time Adverbials</li> <li>• Bossy (Imperative) verbs</li> <li>• Numbered points</li> </ul> <p><b>Children use their phonic knowledge to write words in ways which match their</b></p>

	<p>marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p>	<p>Begins to break the flow of speech into words.</p> <p>Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>		<p><b>spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>
<b>MATHEMATICS: UNITS</b>	<p>(AUT) Numbers to 5 Sorting into groups</p> <p>Comparing groups: Comparing quantities of identical and non-identical objects</p>	<p>(AUT)Change within 5- one more, one less Time- my day</p> <p>(SPR) <b>Addition and subtraction:</b> <b>Numbers to 5:</b> number bonds to 5</p> <p><b>Number and Place value:</b> Numbers to 10: -counting, 6,7,8 -Counting 9, 10 -Comparing groups up to 10</p>	<p><b>Addition and subtraction:</b> addition to 10: combining two groups to find the whole -Number bonds to 10-10 frame -Number bonds to 10- part-whole model.</p> <p><b>Geometry: Shape and space</b></p> <ul style="list-style-type: none"> <li>- Spatial awareness</li> <li>- 3-d shapes</li> <li>- 2d shapes</li> </ul> <p>(SUM) <b>Geometry:</b> Exploring patterns</p> <ul style="list-style-type: none"> <li>- Making simple patterns</li> <li>- Exploring more complex patterns</li> </ul> <p><b>Addition and subtraction: count on and back</b> -adding by counting on -Taking away by counting back</p>	<p>(SUM) <b>Number and Place Value: counting to 20</b></p> <p><b>Multiplication and Division: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Halving and sharing</li> <li>- Odds and evens</li> </ul> <p><b>MEASUREMENT: measure</b></p> <ul style="list-style-type: none"> <li>- Length, height and distance</li> <li>- Weight</li> <li>- capacity</li> </ul>
<b>UNDERSTANDING THE WORLD: SCIENCE</b>	I can talk about the things I observe	I can show an understanding of growth, decay and changes	I show care and concern for living things and the environment.	I can comment and ask questions about the world

		<p>over time.</p> <p>I can talk about the features of my immediate environment and how environments may vary from one another.</p>	<p>I can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>I can talk about similarities and differences in relations to places, objects, materials and living things</p>	<p>around me.</p> <p>I can talk about why things happen and how.</p> <p>I can discuss change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.</p> <p>I can record findings by, e.g. drawing, writing, making a model or photographing.</p>
<p><b>UNDERSTANDING THE WORLD: GEOGRAPHY</b></p>	<p>I can play with maps and small world equipment for children to create my own environments.</p> <p>I can create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>		<p>I can show awareness of the features of the setting and local environment e.g. make visits to shops or a park.</p> <p>I can show an understanding of growth, decay and changes over time.</p> <p>I show care and concern for living things and the environment.</p> <p>I can talk about the features of my immediate environment and how environments may vary from one another.</p> <p>I can design practical, attractive environments, for example, taking care</p> <p>I can express opinions on natural and built environments and talk about how these vary.</p> <p>I can design practical, attractive environments, for example, taking care of the flowerbeds or organising</p>	<p>I can comment and ask questions about the world around me.</p> <p>I can talk about the things I observe.</p> <p>I can talk about why things happen and how.</p> <p>I can record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>I can talk about similarities and differences in relations to places, objects, materials and living things</p>

			<p>equipment outdoors.</p> <p>I can notice and discuss patterns around me e.g. rubbings from grates, covers, or bricks.</p>	
<p><b>UNDERSTANDING THE WORLD: HISTORY</b></p>	<p>I can talk about my family and friends.</p> <p>I can talk about jobs that people do.</p> <p>I can talk about my feelings and why I respond to experiences in particular ways e.g. why I am angry</p> <p>I can talk about why others may need help or support for some things, or why some children feel upset by a particular thing.</p>	<p>I can talk about events I have experienced and describe special times for my family and friends.</p> <p>I can talk about past and present events in my life and in my families lives such as birthdays, holidays, activities</p> <p>I can talk about my family, beliefs, traditions and celebrations and say how they are similar or different to my peers.</p>		
<p><b>UNDERSTANDING THE WORLD: ICT</b></p> <p><b>Throughout topics:</b> <a href="#">Logo and control</a> – Understand that devices respond to commands (Bee Bots/ remote controlled cars)</p>	<p><a href="#">Digital Imagery</a> – Use devices to take photos and videos. With help download. Use a paint app/package to use tools and maybe even edit their photos.</p> <p>I can operate simple equipment e.g. turns on CD player and uses remote control.</p> <p>I show an interest in technological toys with knobs or pulleys.</p>	<p><a href="#">We are DJs</a> – That video can be played and replayed very easily electronically. Children use mics to sing and role-play DJ.</p> <p>Completes a simple program on a computer.</p> <p>I recognise that a range of technology is used in school and home.</p>	<p><a href="#">Sounds</a> – Understand that devices can be used to record and playback sounds</p> <p>Use an electronic keyboard to make a range of sounds</p> <p><a href="#">Research</a> – Children begin to understand the internet can be used to find information</p> <p>I know that information can be retrieved from computers.</p>	<p><a href="#">Text Processing and multimedia</a> – understand that the keyboard and mouse are important tools.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>

	<p>I can make toys work by pressing parts or lifting flaps to achieve effects.</p> <p>Shows skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound, movements or new images.</p>		I can select and use technology for particular purposes.	
<b>EXPRESSIVE ARTS AND DESIGN: Design Technology</b>	<p><u>Exploring and using media</u> Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><u>Expressive Arts and Design</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<b>EXPRESSIVE ARTS AND DESIGN: Art</b>	<p><u>Expressive Arts and Design</u> Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Create simple representations of events, people and objects.</p>	<p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p><u>Being Imaginative</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Uses available resources to create props to support role-play.</p>	<p><u>Exploring and Using Media</u> Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Chooses particular colours to use for a purpose.</p>	<p><u>Being Imaginative</u> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p><u>Expressive Arts and Design</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

	<p><b>Understanding Identity and Exploring Relationships</b></p> <p>Resources to help children explore who they are, and how they might connect to those around them.</p> <p>Making Finger Puppets</p> <p>Self-portraiture</p> <p>Photography</p>	<p>Can copy some letters, e.g. letters from their name</p> <p><b>Exploring the Power of Creativity</b></p> <p>How do we make Art? And hoes does it make us feel?</p> <p>Autumn Resist Wax Leaves</p> <p>Nursery Night Time Collage</p> <p>Plastacine Printmaking</p> <p>Painting the Savanna</p> <p>Marbling</p> <p>Painting with Plastacine</p> <p>Drawing by Torchlight</p>	<p><b>ACCESS ART: Exploring the Natural World</b></p> <p>The resources in this section focus upon how we can facilitate an exploration of the natural world which stimulates creative thinking.</p> <p>Primal Painting</p> <p>Feely Drawings (or Drawing by Touch)</p> <p>To Colour</p> <p>Dressing Up As A Fossil</p>	<p><b>Exploring the Power of Creativity</b></p> <p>How do we make Art? And how does it make us feel?</p> <p>Ducklings</p> <p>Minibeast Art Work</p> <p>Wildflower Meadows</p> <p>Drawing Like a Caveman</p> <p>Drawing Spirals</p> <p>Drawing Spiral Snails</p> <p>Finger Pallette Portraits</p> <p>Murals in Schools</p>
<p><b>EXPRESSIVE ARTS AND DESIGN: MUSIC/DRAMA</b></p>	<p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Imitates movement in response to music.</p> <p>Explores and learns how</p>	<p>EXPLORING AND USING MEDIA</p> <p>Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms</p> <p>Beginning to move rhythmically.</p> <p>Taps out simple repeated rhythms.</p>	<p><b>ELG:</b></p> <p><b>Exploring and using media and materials:</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>ELG</b></p> <p><b>Being Imaginative:</b></p>

		sounds can be changed. Developing preferences for forms of expression.		Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
<b>Links to British Values</b>	<b>Rule of Law</b> <b>School/Class rules</b> <b>Democracy</b> – electing class representatives	<b>Mutual Respect &amp; Tolerance</b> Christian values School values	<b>Democracy</b> Working together	<b>Individual Liberty:</b> my own choices and believes/ believe in my own ability
<b>School Values</b>	<b>Togetherness: working together/ team work/class rules</b>	<b>Respect: other culture and beliefs/ Traditions and festivals/taking care of each other</b>	<b>Resilience: keep trying/ challenges</b>	<b>Ambition: scientists / explore / awe and wonder / natural world/ growing up</b>
<b>Enrichment / Community</b>	School rules Pear Tree Local community police officers. <b>Community Inspire</b>	Local church Broadway Christmas shopping Nativity Other religious visitors e.g. Hindu/Jewish- contact local religious leaders in the area. <b>Community Enrichment</b>	Farm trip Trip to the park Picnic Worcester woods <b>Knowledge and skills Enrichment</b>	Local scientists Fizz Bang Forest School <b>Aspiration Knowledge and skills Challenge Achieve</b>

## 2021/2022 – Rotation B

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Fairies, Dragons and Knights</b>  Inspire Community	<b>Fun, Fireworks and Food</b>  Community Enrichment		<b>Bounce, Wriggle and Crawl</b>  Knowledge and skills Inspire		<b>Land Ahoy</b>  Knowledge and skills Aspire Challenge Achieve
<ul style="list-style-type: none"> <li>Knights</li> <li>The Royal family and the role of the Royal family: charity, recognises excellences and rewards this with knighthood.</li> <li>Castles and why castles were made. Recognise the features of a castle: tower, drawbridge and moat.</li> <li>Learn about the fictional roles of fairies and dragons and 'good and bad' characters.</li> <li>Broadway: This is where our school is.</li> <li>Local home village e.g. Honeybourne, Willersey - this is where I live</li> </ul> <p><b>TOPIC BOOKS</b>                      Cinders and the bubble blowing dragon                      Zog                      George and the dragon                      Would you rather...</p>	<ul style="list-style-type: none"> <li>Celebrations- my own, others, around the world.</li> <li>Christmas: Broadway shopping</li> <li>Different food people celebrate with</li> <li>Local traditions/ around the world traditions.</li> </ul> <p><b>TOPIC BOOKS:</b>                      Handa's' surprise                      Eat your peas                      Oliver's' fruit salad                      Dim sum for everyone                      Eating the alphabet                      The magic ramen                      Christmas stories                      Nativity story                      Diwali Story                      Chinese New Year</p>		<ul style="list-style-type: none"> <li>Different animals: fish/farm/dinosaurs?</li> <li>Minibeasts</li> <li>All bout me- changes in movement- what happens to my body when I move (PD)</li> </ul> <p><b>TOPIC BOOKS:</b>                      Oi frog                      The teeny weeny tadpole                      K is for kicking kangaroo                      Aliens love underpants                      Doing the animal Bop                      Down in the jungle                      Camel-o shy                      I'm the best                      AArh there's a Skelton inside you                      Wriggle and roar                      Giraffes can't dance                      Rosie's walk                      Australian Animals- Anzac day                      The egg hunt                      Dinosaur stomp</p>		<ul style="list-style-type: none"> <li>Pirates</li> <li>Islands- UK is an island holidays/travel/adventures                              How to be safe when we travel</li> <li>Pollution and the environment/ sea/water pollution</li> </ul> <p><b>TOPIC BOOKS:</b>                      Somebody swallowed Stanley                      Duffy's lucky escape                      Moana                      The journey Home                      Lost and Found                      Where the wild things are                      The snail and the whale                      Commotion in the ocean                      Come on rain</p>

	<p>Freddie the fairy Princess and the pea Princess Mirrorbell and the dragon Box The princess and the Wizard Dragon Post Room on the broom That's not my dragon The paper bag princess</p>		Dear Zoo	
<p>PSED/ SMCS/ RE</p>	<p><b>Me, you and us</b> – personal responsibility, feelings, behaviour, school rules, personal space and consent. Respect, manners, courtesy</p> <p><b><u>MAKING RELATIONSHIPS</u></b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.</p>	<p><b>F1: Why is the word 'God' so important to Christians? (pg. 29)</b> <b>GOD</b></p> <p><b>F2: Why is Christmas special for Christians? (pg. 30)</b> <b>INCARNATION</b></p> <p><b><u>MAKING RELATIONSHIPS</u></b> Initiates conversations, attends to and takes account of what others say.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><b><u>Managing feelings and behaviour</u></b> Can usually adapt behaviour to different events, social situations</p>	<p><b>F3: Why is Easter special for Christians? (pg. 31)</b> <b>SALVATION</b></p> <p><b>F4: Being Special: Where do I belong? (pg. 32)</b> <b>THEMATIC</b></p> <p><b><u>MAKING RELATIONSHIPS</u></b> Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive</p>	<p><b>F5: Which places are special and why? (pg. 33)</b> <b>THEMATIC</b></p> <p><b>F6: Which stories are special and why? (pg. 34)</b> <b>THEMATIC</b></p> <p><b><u>HEALTHY ME</u></b> – mental health, healthy eating, bullying and healthy Looking after ourselves and the world around us– Medicine, online, stranger danger, road safety and water safety, vaccinations, sun safety, environment. Relationship. Changes and growing up – Transition, growing up, baby to now, independence, appropriate touching, PANTS.</p> <p><b><u>MAKING RELATIONSHIPS</u></b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with</p>

	<p>Shows confidence in asking adults for help.</p> <p><b><u>Managing feelings and behaviour</u></b>          Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>		<p>and changes in routine.</p>	<p>terms and talk about abilities.</p> <p><b><u>Managing feelings and behaviour</u></b>          Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>adults and other children.</p> <p><b><u>Self-confidence and self-awareness</u></b></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b><u>Managing feelings and behaviour</u></b>          Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
<b>PHYSICAL DEVELOPMENT</b>	Gymnastics	Dance	Basic Skills - ball skills	Basic skills -throwing and catching	Athletics	Races, fun and games
	<p><b><u>Health and Self-care</u></b>          Can tell adults when hungry or tired or when they want to rest or play          Observes the effects of activity</p>		<p><b><u>Being Imaginative</u></b>          Developing preferences for forms of expression.          Uses movement to express feelings.</p>	<p><b><u>Physical Development: Moving and Handling</u></b>          Moves freely and with pleasure and confidence in a range of ways, such as</p>	<p><b><u>Health and Self-care</u></b>          Understands that equipment and tools have to be used safely.</p>	

	<p>on their bodies. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><u>Physical Development: Moving and Handling</u></p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Creates movement in response to music.</p> <p><u>Moving and Dancing</u> Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.</p> <p><u>Expressive Arts and Design</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p> <p><u>Physical Development: Moving and Handling</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p><u>Physical Development: Moving and Handling</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They handle equipment and tools effectively, including pencils for writing.</p>
<p><b>COMMUNICATION AND LANGUAGE (Listening and attention/understanding/speaking)</b></p>	<p>To listen to others one to one or in small groups, when a conversation interests them.</p> <p>To focus attention – still listen or do, but can shift own attention.</p> <p>To respond to simple instructions, e.g. to get or put away an object.</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p>	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To follow a story without pictures or props.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To use vocabulary focused on</p>	<p>To have two-channelled attention – can listen and do for short span.</p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>	<p>To be able to follow directions (if not intently focused on own choice of activity).</p> <p>To begin to understand ‘why’ and ‘how’ questions.</p> <p>To question why things happen and give explanations. Asks who, what, when and how.</p> <p>To ask appropriate questions of others.</p>

	<p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To talk about why things happen and how things work.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p>	<p>objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To remember and talk about significant events in their own experience.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas</p>	<p>To talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>To introduce a storyline or narrative into their play.</p> <p>To initiate conversations, attend to and take account of what others say.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To respond to instructions involving a two-part sequence.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To explain own knowledge and understanding.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>To listen and respond to ideas expressed by others in conversation or discussion. (This is 40-60m not ELG.)</p>
<b>LITERACY: READING/PHONICS</b>	<p><b><u>Prediction</u></b> Makes suggestions about what might happen next or how a story might end based on events so far.</p> <p>Innovate stories through role play and small world play.</p>	<p><b><u>Decoding/ Fluency</u></b> Join in with well-known or repeated phrases in stories which are read to them.</p> <p><b><u>Inference</u></b> Children can infer meaning about characters' feelings using pictures</p>	<p><b><u>Decoding/ Fluency</u></b> Decoded and blend CvC and then CCVC words</p> <p><b><u>Summarising</u></b> Children recall and order key events from the text. They use a story line or narrative</p>	<p><b><u>Questioning</u></b> With support, children can generate simple questions using who, when, what, how and why.</p> <p><b><u>Retrieval</u></b> Children can answer simple recall questions about stories without</p>

		and verbally link these to their own experience.	in their role play and small world play.	pictures or prompts. <b>Clarifying</b> Children use talking about books to clarify their thinking, ideas and feelings. Eg linking to their own experiences
<p><b>LITERACY: WRITING</b> <b>Following instructions and giving instructions orally.</b></p> <p><b>Recounts from different characters.</b></p> <p><b>Instructions</b></p> <p><b>Information</b></p> <p><b>Recount Checklist-opportunities to be throughout the year in such as</b> <b>Maths: time of day</b> <b>UTW: recall special events and times/ celebrations</b> Time adverbials (first, next, after, later)</p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Describe clearly what has happened</li> <li>• Chronological order.</li> </ul>	<p><b>Narrative: Room on the broom</b> Beginning</p> <ul style="list-style-type: none"> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Instructions: Instruction writing: recipe</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Simple, easy vocabulary</li> <li>• Time Adverbials</li> <li>• Bossy (Imperative) verbs</li> <li>• Numbered points</li> </ul> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p>	<p><b>Narrative: How to catch a star</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Information poster: A celebration you know</b></p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Begins to break the flow of speech into words.</p> <p>Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Narrative: Dear Zoo</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Poetry: I can poems</b></p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Writes own name and other things such as labels, captions.</p>	<p><b>Narrative; Lost and Found</b></p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul> <p><b>Non-fiction: Messages in a bottle</b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

<p><b>MATHEMATICS: UNITS</b></p>	<p>(AUT) Numbers to 5 Sorting into groups</p> <p>Comparing groups: Comparing quantities of identical and non-identical objects</p>	<p>(AUT) Change within 5- one more, one less Time- my day</p> <p>(SPR) <b>Addition and subtraction:</b> <b>Numbers to 5:</b> number bonds to 5</p> <p><b>Number and Place value:</b> Numbers to 10: -counting, 6,7,8 -Counting 9, 10 -Comparing groups up to 10</p>	<p><b>Addition and subtraction:</b> addition to 10: combining two groups to find the whole -Number bonds to 10-10 frame -Number bonds to 10- part-whole model.</p> <p><b>Geometry: Shape and space</b></p> <ul style="list-style-type: none"> <li>- Spatial awareness</li> <li>- 3-d shapes</li> <li>- 2d shapes</li> </ul> <p>(SUM) <b>Geometry:</b> Exploring patterns</p> <ul style="list-style-type: none"> <li>- Making simple patterns</li> <li>- Exploring more complex patterns</li> </ul> <p><b>Addition and subtraction: count on and back</b> -adding by counting on -Taking away by counting back</p>	<p>(SUM) <b>Number and Place Value: counting to 20</b></p> <p><b>Multiplication and Division: Numerical patterns</b></p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Halving and sharing</li> <li>- Odds and evens</li> </ul> <p><b>MEASUREMENT: measure</b></p> <ul style="list-style-type: none"> <li>- Length, height and distance</li> <li>- Weight</li> <li>- capacity</li> </ul>
<p><b>UNDERSTANDING THE WORLD: ICT</b></p> <p><b>Throughout topics:</b> <a href="#">Logo and control</a> – Understand that devices respond to commands (Bee Bots/ remote controlled cars)</p>	<p><a href="#">Digital Imagery</a> – Use devices to take photos and videos. With help download. Use a paint app/package to use tools and maybe even edit their photos.</p> <p>I can operate simple equipment e.g. turns on CD player and uses remote control.</p> <p>I show an interest in technological toys with knobs or pulleys.</p>	<p><a href="#">We are DJs</a> – That video can be played and replayed very easily electronically. Children use mics to sing and role-play DJ.</p> <p>Completes a simple program on a computer. I recognise that a range of technology is used in school and home.</p>	<p><a href="#">Sounds</a> – Understand that devices can be used to record and playback sounds</p> <p>Use an electronic keyboard to make a range of sounds</p> <p><a href="#">Research</a> – Children begin to understand the internet can be used to find information</p> <p>I know that information can be retrieved from computers. I can select and use</p>	<p><a href="#">Text Processing and multimedia</a> – understand that the keyboard and mouse are important tools.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>

	<p>I can make toys work by pressing parts or lifting flaps to achieve effects.</p> <p>Shows skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound, movements or new images.</p>		<p>technology for particular purposes.</p>	
<p><b>UNDERSTANDING THE WORLD: GEOGRAPHY</b></p>	<p>I can play with maps and small world equipment for children to create my own environments.</p> <p>I can create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>		<p>I can show awareness of the features of the setting and local environment e.g. make visits to shops or a park.</p> <p>I can show an understanding of growth, decay and changes over time.</p> <p>I show care and concern for living things and the environment.</p> <p>I can talk about the features of my immediate environment and how environments may vary from one another.</p> <p>I can design practical, attractive environments, for example, taking care</p> <p>I can express opinions on natural and built environments and talk about how these vary.</p> <p>I can design practical,</p>	<p>I can comment and ask questions about the world around me. I can talk about the things I observe. I can talk about why things happen and how.</p> <p>I can record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>I can talk about similarities and differences in relations to places, objects, materials and living things</p>

			<p>attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.</p> <p>I can notice and discuss patterns around me e.g. rubbings from grates, covers, or bricks.</p>	
<b>UNDERSTANDING THE WORLD: HISTORY</b>	<p>I can talk about my family and friends.</p> <p>I can talk about jobs that people do.</p> <p>I can talk about my feelings and why I respond to experiences in particular ways e.g. why I am angry</p> <p>I can talk about why others may need help or support for some things, or why some children feel upset by a particular thing.</p>	<p>I can talk about events I have experienced and describe special times for my family and friends.</p> <p>I can talk about past and present events in my life and in my families lives such as birthdays, holidays, activities</p> <p>I can talk about my family, beliefs, traditions and celebrations and say how they are similar or different to my peers.</p>		
<b>UNDERSTANDING THE WORLD: ICT</b>	<p>I can operate simple equipment e.g. turns on CD player and uses remote control.</p> <p>I show an interest in technological toys with knobs or pulleys.</p> <p>I can make toys work by pressing parts or lifting flaps to achieve effects.</p>	<p>Completes a simple program on a computer.</p> <p>I recognise that a range of technology is used in school and home.</p>	<p>I know that information can be retrieved from computers.</p> <p>I can select and use technology for particular purposes.</p>	<p>Uses ICT hardware to interact with age-appropriate computer software.</p>

	Shows skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound, movements or new images.			
<b>EXPRESSIVE ARTS AND DESIGN: DT</b>	<p><u>Exploring and using media</u> Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><u>Expressive Arts and Design</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<b>EXPRESSIVE ARTS AND DESIGN: ART</b>	<p><u>Expressive Arts and Design</u> Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Create simple representations of events, people and objects.</p> <p><b>Understanding Identity and Exploring Relationships</b></p> <p>Resources to help children explore who they are, and how</p>	<p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p><u>Being Imaginative</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Uses available resources to create props to support role-play.</p> <p>Can copy some letters, e.g. letters from their name</p> <p><b>Exploring the Power of</b></p>	<p><u>Exploring and Using Media</u> Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Chooses particular colours to use for a purpose.</p> <p><b>Exploring the Power of</b></p>	<p><u>Being Imaginative</u> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p><u>Expressive Arts and Design</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>ACCESS ART: Exploring the Natural World</b></p> <p>The resources in this section focus</p>

	<p>they might connect to those around them.</p> <p>Making Finger Puppets</p> <p>Self-Portraiture</p> <p>Photography</p>	<p><b>Creativity</b></p> <p>How do we make Art? And how does it make us feel?</p> <p>Autumn Resist Wax Leaves</p> <p>Nursery Night Time Collage</p> <p>Plastacine Printmaking</p> <p>Painting the Savanna</p> <p>Marbling</p> <p>Painting with Plastacine</p> <p>Drawing by Torchlight</p> <p>Newspaper Heads</p>	<p><b>Creativity</b></p> <p>How do we make Art? And how does it make us feel?</p> <p>Ducklings</p> <p>Minibeast Art Work</p> <p>Wildflower Meadows</p> <p>Drawing Like a Caveman</p> <p>Drawing Spirals</p> <p>Drawing Spiral Snails</p> <p>Finger Pallet Portraits</p> <p>Murals in Schools</p>	<p>upon how we can facilitate an exploration of the natural world which stimulates creative thinking.</p> <p>Primal Painting</p> <p>Feely Drawings (or Drawing by Touch)</p> <p>To Colour</p> <p>Dressing Up As A Fossil</p>
<p><b>EXPRESSIVE ARTS AND DESIGN: MUSIC/DRAMA</b></p>	<p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Imitates movement in response to music.</p> <p>Explores and learns how sounds</p>	<p>EXPLORING AND USING MEDIA</p> <p>Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms</p> <p>Beginning to move rhythmically.</p> <p>Taps out simple repeated rhythms.</p>	<p><b>ELG:</b></p> <p><b>Exploring and using media and materials:</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>ELG</b></p> <p><b>Being Imaginative:</b></p> <p>Children use what they have learnt about media and materials in</p>

		can be changed. Developing preferences for forms of expression.		original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
<b>Links to British Values</b>	<b>Rule of Law</b> <b>School/class rules</b> <b>Democracy</b> – electing class representatives	<b>Mutual Respect &amp; Tolerance</b> Christian values School values	<b>Democracy</b> Working together	<b>Individual Liberty</b> Making choices
<b>School Values</b>	<b>Togetherness</b>	<b>Respect</b>	<b>Resilience</b>	<b>Ambition</b>
<b>Enrichment / Community</b>	School rules Pear Tree Local community police officers. Party day: dress up as and attend the 'party Banquet' in class Visit: The castle at The Valley.  <b>Community Inspire</b>	Local church Broadway Christmas shopping Nativity Other religious visitors' e.g. Hindu/Jewish- contact local religious leaders in the area.  <b>Community Enrichment</b>	Trim trail Park visit- move in different ways in the park Visit from animal e.g. birds of prey/ reptiles Visit to Cotswold Wildlife park and gardens  <b>Knowledge and skills Enrichment</b>	Local scientists Fizz Bang Forest School  <b>Knowledge and skills Aspiration Challenge Achieve</b>