



Foundation - Curriculum Overview 2022-2023

	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 5 Weeks and 3 Days	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Theme	All About Me and My Family (including our heroes - people who help us)	Out of This World (Space and Celebrations)	Arctic Adventure/ Under the Sea	Enchanted Forest	Growing and Changing	Traditional Tales/ Tell me a story
Key Texts	<u>Fiction Books</u> <ul style="list-style-type: none"> Have you filled a bucket today? This is Our House Home Our Class is a Family 	<u>Fiction Books</u> <ul style="list-style-type: none"> Whatever Next Here We Are Aliens Love Underpants Aliens Love Panta Claus How many sleeps till Christmas My Pet Star The Polar Express How to catch a star The Smeds and the Smoos The Witch's Cat and the Cooking Catastrophe 	<u>Fiction Books</u> <ul style="list-style-type: none"> Lost and Found The Runaway Iceberg Sharing a Shell The Rainbow Fish The Lighthouse Keeper's Lunch Fish Don't Sneeze The Whale who Wanted More Billy's Bucket Commotion in the Ocean 	<u>Fiction Books</u> <ul style="list-style-type: none"> The Squirrels who Squabbled Stickman Owl Babies We're going on a bear hunt The Gruffalo Superworm Freddie and the Fairy Mr Wolf's Pancakes My Mum (Mother's Day) 	<u>Fiction Books</u> <ul style="list-style-type: none"> Handa's Surprise Oliver's Vegetables Oliver's Fruit Salad The Very Hungry Caterpillar Supertato The Hugasaurus 	<u>Fiction Books</u> <ul style="list-style-type: none"> Jack and the Beanstalk The Gingerbread Man Hansel and Gretel Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs
	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> A Visit to the Doctor - Blake A Hoena A Visit to the Library - Blake A Hoena We all come from different cultures - Melissa Higgins School in many cultures - Heather Adamson 	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> Love Our Earth - Jane Cabrera My First Book of Planets - Bruce Betts 	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> Look what I found at the seaside - Moira Butterfield All About Oceans - Christina Mia Gardeski Chinese New Year - Lisa J Amstutz 	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> Incredible Rainforests - Kay Barnham Look what I found in the woods - Moira Butterfield All About Forests - Christina Mia Gardeski Life Cycles - Acorn to Oak Tree - Rachel Tonkin and Stephanie Fizer Coleman Bird Builds a Nest - Martin Jenkins Say Hi to 	<u>Non-Fiction Books</u> <ul style="list-style-type: none"> The Amazing Life Cycle of Plants - Kay Barnham Caterpillar and Bean - Martin Jenkins Amazing Animal Babies - Kay Barnham Life Cycles - Egg to Chicken - Rachel Tonkin and Stephanie Fizer Coleman Life Cycles - Tadpole to Frog - Rachel Tonkin and 	<u>Non-Fiction Books</u>



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				Hedgehogs! - Jane McGuinness	Stephanie Fizer Coleman <ul style="list-style-type: none"> Mucky Minibeasts Worms Mucky Minibeasts Ants A Year on the Farm - Christina Mia Gardeski 	
Communication and Language	Speaking					
	<ul style="list-style-type: none"> To ask questions to find out more and to check they understand what has been said to them. To describe events. To develop social phrases. To use new vocabulary in different contexts. 	<ul style="list-style-type: none"> To describe events in some detail using full sentences. To connect one idea to another using connectives. To develop social phrases. To use new vocabulary in different contexts. 	<ul style="list-style-type: none"> To articulate their thoughts and ideas in well-formed sentences. To connect one idea to another using a range of connectives. To use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. To use new vocabulary in different contexts. 	<ul style="list-style-type: none"> To participate in one-one discussions, offering their own ideas, using recently introduced vocabulary. To begin to express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses. To retell stories read in class, some in exact repetition and some in their own words. 	<ul style="list-style-type: none"> To participate in one-one and small group discussions, offering their own ideas, using recently introduced vocabulary. To express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> To participate in small group, class and one-one discussions, offering their own ideas, using recently introduced vocabulary. To offer explanations for why things might happen, making use of recently introduced vocabulary. To retell stories read in class, some in exact repetition and some in their own words.
	Listening, Attention and Understanding					
<ul style="list-style-type: none"> To understand how to listen carefully and why listening is important. To learn new vocabulary. To engage in storytimes. 	<ul style="list-style-type: none"> To learn and use new vocabulary. To engage in storytimes. To listen to and talk about non-fiction space books to 	<ul style="list-style-type: none"> To learn and use new vocabulary. To listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> To learn and use new vocabulary. To listen to and talk about stories to build familiarity and understanding. To learn the rhyme 	<ul style="list-style-type: none"> To learn and use new vocabulary. To listen attentively and respond to what they hear with relevant questions, 	<ul style="list-style-type: none"> To learn and use new vocabulary. To listen attentively and respond to what they hear with relevant questions, comments and actions 	



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	<ul style="list-style-type: none"> To engage in non-fiction books about people who help us. To listen carefully to rhymes and songs, paying attention to how they sound. To learn the rhyme of the week. To learn songs taught in the school singing assemblies. 	<p>develop a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> To learn songs for the Nativity. To learn the rhyme of the week. To learn songs taught in the school singing assemblies. 	<ul style="list-style-type: none"> To learn the rhyme of the week. To learn songs taught in the school singing assemblies. To begin to hold a conversation when engaged in back-and-forth exchanges with their teachers and peers. To make comments about what they have heard. 	<p>of the week.</p> <ul style="list-style-type: none"> To learn songs taught in the school singing assemblies. To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers. To make comments about what they have heard and ask questions to clarify their understanding. 	<p>comments and actions when being read to and during discussions.</p> <ul style="list-style-type: none"> To listen to and talk about non-fiction life cycle books to develop a deep familiarity with new knowledge and vocabulary. To learn the rhyme of the week. To learn songs taught in the school singing assemblies. To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers. To make comments about what they have heard and ask questions to clarify their understanding. 	<p>when being read to and during discussions.</p> <ul style="list-style-type: none"> To learn the rhyme of the week. To learn songs taught in the school singing assemblies. To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers. To make comments about what they have heard and ask questions to clarify their understanding.
	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> Pat a cake 12345 This old man Five little ducks Things for fingers Finger Family 	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> I'm a little teapot The grand old duke of York Ring o roses Hickory Dickory dock The Abc song Five little men 	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> Wind the bobbin up Rock a bye baby Five little monkeys Twinkle twinkle If you're happy and you know it Head, shoulders, knees and toes 	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> Old McDonald Incy wincy Spider Baa Baa Black sheep Row Row Row your boat The wheels on the bus Hokey Cokey 	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> Little bo peep Three blind mice Little Miss Muffet Mary Mary quite contrary There was an old lady Five speckled frogs Insects all around 	<p><u>Rhyme of the week</u></p> <ul style="list-style-type: none"> Humpty Dumpty Jack and Jill Sing a song of sixpence London Bridge Ten in a bed This little piggy went to market



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PSED PSHE	Self-regulation					
	<ul style="list-style-type: none"> To talk about their feelings. To recognise different emotions. To follow rules and understand why rules are important. To focus during short whole-class activities. To follow one-step instructions. 	<ul style="list-style-type: none"> To express their own feelings. To begin to consider the feelings of others. To adapt behaviour to a range of situations. 	<ul style="list-style-type: none"> To express their own feelings and consider the feelings of others. To focus during longer whole-class sessions. To follow two-step instructions. 	<ul style="list-style-type: none"> To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others. To set a target and reflect on progress throughout. To wait for their turn. 	<ul style="list-style-type: none"> To control their emotions using a range of techniques. To maintain focus during extended whole-class teaching. To follow three step instructions. To set and work towards simple goals. To wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To give focused attention to what the teacher says, responding appropriately even when engaged in an activity. To follow instructions involving several ideas or actions.
	Managing Self					
	<ul style="list-style-type: none"> To wash their hands independently. To put their coat on independently. To get changed for PE with some support. To use the toilet independently. To understand the role of a dentist and why it is important to brush our teeth. 	<ul style="list-style-type: none"> To get changed for PE independently. To develop their confidence to try new activities. 	<ul style="list-style-type: none"> To begin to show resilience and perseverance in the face of challenge. To begin to explain why we have rules. To identify and name healthy foods. 	<ul style="list-style-type: none"> To show resilience and perseverance in the face of challenge. To confidently try new activities. To understand how to be a safe pedestrian. 	<ul style="list-style-type: none"> To manage their own basic needs independently. To understand the importance of healthy food choices. To explain the reasons for rules, know right from wrong and try to behave accordingly. 	<ul style="list-style-type: none"> To know and talk about how physical activity supports their health and wellbeing. To know and talk about the different factors that support their health and wellbeing.
Building Relationships						
<ul style="list-style-type: none"> To seek support from adults when needed. To gain confidence to speak to peers and adults. To begin to form 	<ul style="list-style-type: none"> To play with children who are playing with the same activity, extending and elaborating play ideas. 	<ul style="list-style-type: none"> To begin to work as a group with support. To take turns with support. 	<ul style="list-style-type: none"> To listen to the ideas of other children and agree on a solution and compromise. 	<ul style="list-style-type: none"> To work as a group. To begin to think about the perspective of others. 	<ul style="list-style-type: none"> To work and play cooperatively, taking turns with others. To think about the perspective of others. 	



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	positive relationships with the adults and children in Foundation.	<ul style="list-style-type: none"> To begin to develop friendships. 				<ul style="list-style-type: none"> To show sensitivity to their own needs and other's needs.
Physical Development PE	Gross Motor					
	<ul style="list-style-type: none"> To explore walking using different body parts, in different directions, at different levels and at different speeds. To move around safely, staying in a space. To confidently crawl, walk, march, jog, run, skip, jump and hop. To negotiate space and obstacles safely with consideration for themselves and others whilst playing a game. To further develop the skills they need to manage lining up, queueing and mealtimes. 	<ul style="list-style-type: none"> To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To explore different ways of rolling and bouncing a ball. To bounce a ball whilst moving into a space. To work with a partner to roll, push and bounce a ball and understand why it is important to be part of a team. To understand how to control a ball and why it is important to keep the ball close to them. To further develop the skills they need to manage lining up, queueing and mealtimes. 	<ul style="list-style-type: none"> To move with developing control and grace. To combine different movements with ease and fluency. To move in high and low ways and explore making high and low shapes. To confidently and safely use a range of large and small apparatus. To explore movements and shapes in high, low, under and over ways on the apparatus. To further develop the skills they need to manage lining up, queueing and mealtimes. 	<ul style="list-style-type: none"> To move energetically, such as dancing. To develop overall body-strength, balance, coordination and agility. To respond to words and music using their bodies and props. To create their own movement ideas relating to specific words. To move in time to music. To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> To explore different ways of using our feet to move with a ball. To use their feet to control the ball. To develop their technique of dribbling with the ball. To develop a range of ball skills including kicking, passing and aiming. To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> To demonstrate strength, balance and coordination when playing. To negotiate space and obstacles safely, with consideration for themselves and others. To understand why it is important to take turns, keep scores and follow rules when playing a game. To explore different ways of avoiding a defender. To explore some principles to stop the attackers from scoring.
	Fine Motor					
<ul style="list-style-type: none"> To independently get dressed and undressed. To independently draw the pre-writing shapes. To hold a pencil effectively and begin to 	<ul style="list-style-type: none"> To independently get dressed and undressed. To hold a pencil effectively and form taught letters 	<ul style="list-style-type: none"> To use a tripod grip to form taught letters accurately and efficiently. To use a tripod 	<ul style="list-style-type: none"> To use a tripod grip to write letters using the correct formation and control the size of letters. 	<ul style="list-style-type: none"> To use a tripod grip to write letters using the correct formation, controlling the size of the letters and 	<ul style="list-style-type: none"> To hold a pencil effectively, using the tripod grip, in preparation for fluent writing. To show detail, 	



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	<p>form taught letters correctly.</p> <ul style="list-style-type: none"> To hold scissors correctly and make snips in paper. 	<p>correctly.</p> <ul style="list-style-type: none"> To hold scissors correctly and cut along straight and zig zagged lines. 	<p>grip when using mark making tools. For example large paint brushes.</p> <ul style="list-style-type: none"> To hold scissors correctly and cut along curved lines. To hold a fork and spoon correctly. 	<ul style="list-style-type: none"> To use a tripod grip when using mark making tools. For example thin paint brushes. To hold scissors correctly and cut out large shapes. To hold a fork, spoon and knife correctly. 	<p>writing on the lines.</p> <ul style="list-style-type: none"> To show accuracy and care when drawing. To hold scissors correctly and cut out small shapes. To use a knife correctly to cut food. 	<p>accuracy and care when drawing.</p> <ul style="list-style-type: none"> To hold scissors correctly and cut out various materials. To independently use a knife, fork and spoon to eat a range of meals.
Literacy	Writing					
	<ul style="list-style-type: none"> To draw the pre-writing shapes To write their name To practise the tripod grip To write the set one sounds. To hear and write initial sounds. 	<ul style="list-style-type: none"> To form lower case letters correctly. To segment and blend the sounds in CVC words. To spell words by identifying the sound and then writing the sound with letters. To communicate their ideas in full sentences. To start to use full stops and capital letters in the correct places. 	<ul style="list-style-type: none"> To form lower case and capital letters correctly. To use their phonic knowledge to write words in ways which match their spoken sounds. To spell small, familiar words correctly and make phonetically plausible attempts at more complex words. 	<ul style="list-style-type: none"> To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. To write some irregular common words. To write simple sentences that can be read by themselves and others. To re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed (ELG) To spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> To write simple phrases and sentences that can be read by others (ELG) To use narrative features in stories they write. For example 'Once upon a time'. To use capital letters for names. To use capital letters for the days of the week (Year One)
	Word Reading					
	<ul style="list-style-type: none"> To understand that we read English text from left to right and from top to bottom To understand and name different parts of a book. To join in with rhymes and stories. 	<ul style="list-style-type: none"> To identify initial sounds in words and recognise when words start with the same sound (alliteration). To read individual letters (set one sounds) by saying the 	<ul style="list-style-type: none"> To read some letter groups that each represent one sound and say the sounds for them. To blend sounds into words to read short words made 	<ul style="list-style-type: none"> To read a few common exception words (red words). To read simple phrases and sentences made up of words with known letter-sound correspondences 	<ul style="list-style-type: none"> To know all of the set one sounds and some of the set two sounds. To read words and simple sentences consistent with their phonic knowledge by 	<ul style="list-style-type: none"> To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) To read words



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	<ul style="list-style-type: none"> To recognise their own name. 	<p>sounds for them</p> <ul style="list-style-type: none"> To blend three sounds into words, so that they can read CVC words made up of known letter-sound correspondences To count or clap syllables in a word. 	<p>up of known letter-sound correspondences.</p>	<p>and, where necessary, a few exception words.</p>	<p>sound-blending.</p> <ul style="list-style-type: none"> To read and recognise some red words. 	<p>consistent with their phonic knowledge by sound-blending (ELG)</p> <ul style="list-style-type: none"> To say a sound for each letter in the alphabet and at least 10 digraphs (ELG) To begin to respond speedily with the correct sound to graphemes for the 40+ phonemes. (Year One)
Comprehension						
	<ul style="list-style-type: none"> To engage in extended conversations about stories we have read. 	<ul style="list-style-type: none"> To independently hold a book the correct way and turn the pages. To retell a known story. To sequence the events in a story using pictures. 	<ul style="list-style-type: none"> To re-read books to build up their confidence in word reading, fluency and understanding and enjoyment. To talk about events and characters in books. To use vocabulary and events from stories in their play. 	<ul style="list-style-type: none"> To make suggestions about what might happen next in a story. To read simple words and sentences. To talk about their favourite book. 	<ul style="list-style-type: none"> To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) To anticipate, where appropriate, key events in stories (ELG) 	<ul style="list-style-type: none"> To explore the narrative features of a story. For example: 'Once upon a time' To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) To become familiar with traditional tales and to retell traditional tales considering their particular characteristics. (Year One)
Maths	<ul style="list-style-type: none"> To count to five. To represent numbers to five in concrete and pictorial ways. To use a five-frame. To compare groups of identical objects using 	<ul style="list-style-type: none"> To discuss properties of 3D shapes. To name and describe 2D shapes. To say what one more than is for 	<ul style="list-style-type: none"> To count up to eight objects and show them using concrete representations, including the ten-frame. 	<ul style="list-style-type: none"> To compare two items and learn how balance scales show which item is lighter or heavier. To explore number bonds to ten using a 	<ul style="list-style-type: none"> To count on from a given number in order to add. To use the first, then, now structure to identify what number they are 	<ul style="list-style-type: none"> To explore how shapes can be composed and decomposed and be able to recognise that a shape can have other shapes within



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	<p>the language of more, fewer and less.</p> <ul style="list-style-type: none"> To compare groups of non-identical objects saying which group has more, fewer or the same. 	<p>numbers within five.</p> <ul style="list-style-type: none"> To find one less than for a given number within five. To use a part-whole model to break the whole into two parts. To describe the position of objects. 	<ul style="list-style-type: none"> To use counters to represent an amount. To count to ten. To compare groups of objects where the objects differ in size. To identify the whole and the parts in different orientations of the part-whole model. To understand that combined parts make the whole. To use the words longer, shorter and taller to compare length. To line up objects to compare them. To explore non-standard units of measurement. 	<p>variety of representations.</p> <ul style="list-style-type: none"> To use counters on a ten frame to show all number bonds to ten. To answer 'how many altogether' and 'how many more' questions. To explore all of the different ways to make ten on a part-whole model. To explore subtraction, looking specifically at the number bonds to ten. To recognise, continue and build simple AB patterns using shapes, colours, size, actions and sounds. To recognise, continue and build more complex patterns using shapes, colours, size, actions and sounds. 	<p>counting on from, and how many they are counting on.</p> <ul style="list-style-type: none"> To count back from a given number in order to subtract. To use the first, then, now structure in order to identify what number they are counting back from, and how many they are counting back. To count forwards and backwards to and from twenty. To explore one more and one less than for numbers to twenty. To double numbers to five. To halve quantities by sharing into two equal groups. To explore odd and even numbers. To use their understanding of equal groups to identify odd and even numbers. 	<p>it, just as a number can.</p> <ul style="list-style-type: none"> To use simple everyday language to compare volume and capacity using the terms full, empty, nearly full and nearly empty in the context of liquids (water) and solids (sand). To sort objects into two groups based on size, colour and shape. To understand that groups can be sorted in different ways and into more than two groups. To order familiar events using clues from pictures.
	Past and Present					
<p>Understanding the World</p> <p>Science History Geography RE</p>	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To make sense of their own life story and their families history. To know some similarities and 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To talk about the lives of astronauts and their roles in society. 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To talk about David Attenborough and his role in society. 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To talk about Michael Rosen and his role in society. 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To talk about figures from the past and their roles in society - Mary 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To talk about their past year.



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MFL	<p>differences between schools and homes in the past and now.</p> <ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society. To talk about figures from the past and their roles in society - Florence Nightingale and Mary Seacole. 	<ul style="list-style-type: none"> To talk about figures from the past and their roles in society - Neil Armstrong. 			<p>Anning.</p> <ul style="list-style-type: none"> To learn about Dinosaurs and show some understanding of the past. 	
	People, Culture and Communities					
	<ul style="list-style-type: none"> To show an interest in the occupations of people who help us. To develop positive attitudes about the differences between people. To name, describe and talk about members of their family. To draw information about where they live from a simple map. 	<ul style="list-style-type: none"> To understand that some places such as a church, mandir and synagogue are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To know some similarities and differences between different religious and cultural communities in the country. 	<ul style="list-style-type: none"> To recognise and explain some similarities and differences between life in this country and life in other countries. To describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. To know some similarities and differences between different religious and cultural communities in the country. 	<ul style="list-style-type: none"> To recognise and explain some similarities and differences between life in this country and life in other countries. To describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. To know some similarities and differences between different religious and cultural communities in the country.
	The Natural World					
<ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures. To describe what they can see, hear and feel whilst outside. 	<ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures. To describe what they can see, hear 	<ul style="list-style-type: none"> To recognise and know some similarities and differences of the natural world around them and contrasting 	<ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures. To describe what they can see, hear 	<ul style="list-style-type: none"> To understand the key features of the life cycle of a butterfly and a bean. To recognise and know some 	<ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures of animals and plants. To describe what 	



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	<ul style="list-style-type: none"> To understand the effect of changing seasons on the natural world around them. 	<p>and feel whilst outside.</p> <ul style="list-style-type: none"> To understand the effect of changing seasons on the natural world around them. 	<p>environments.</p>	<p>and feel whilst outside.</p> <ul style="list-style-type: none"> To understand the effect of changing seasons on the natural world around them. 	<p>similarities and differences of the natural world around them and contrasting environments.</p> <ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>they can see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Celebrations	<ul style="list-style-type: none"> Grandparents Day Birthdays 	<ul style="list-style-type: none"> Guy Fawkes Remembrance Day Diwali Children in Need Christmas Hanukkah 	<ul style="list-style-type: none"> Chinese New Year Valentine's Day 	<ul style="list-style-type: none"> Shrove Tuesday World Book Day Mother's Day Easter Ramadan 	<ul style="list-style-type: none"> Eid 	<ul style="list-style-type: none"> Father's Day
Expressive Arts and Design	Creating with Materials					
<p>Art</p> <p>DT</p> <p>Music</p>	<ul style="list-style-type: none"> To name colours. To experiment with colour mixing. To draw a self-portrait with details. To create simple representations of people and objects. To use colours for a purpose. To safely use and explore a variety of materials, tools and techniques. To make use of props and materials when role playing in the home corner. 	<ul style="list-style-type: none"> To explore different techniques for joining materials. For example glue sticks and pva glue. To make a firework picture in the style of Jackson Pollock. To mix primary colours to make secondary colours. To share their creations. To safely use and explore a variety of materials, tools and techniques. To make use of props and materials when 	<ul style="list-style-type: none"> To explore different techniques for joining materials. For example glue sticks, pva glue, masking tape and sellotape. To create an Under the sea themed picture in the style of Alma Woodsey Thomas. To create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> To share creations and talk about the processes. To create a woodland themed picture in the style of Henri Rousseau. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To safely use and explore a variety of materials, tools and techniques. To make use of props 	<ul style="list-style-type: none"> To plan what they are going to make. To create observational drawings of flowers, fruit and vegetables. To use fruit and vegetables to make pictures like the artist Giuseppe Arcimboldo. To safely use and explore a variety of materials, tools and techniques. To make use of props and materials when role playing in 	<ul style="list-style-type: none"> To share creations, explain the process and evaluate their work. To make a traditional tale themed picture in the style of David Hockney. To know which primary colours you mix together to make secondary colours. To safely use and explore a variety of materials, tools and techniques. To make use of props and materials when role playing in the



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		role playing in the space station role play area.	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques. To make use of props and materials when role playing in the arctic and under the sea role play area. 	and materials when role playing in the enchanted forest role play area.	the dinosaur role play area.	traditional tales role play area.
Being Imaginative and Expressive						
<ul style="list-style-type: none"> To show different emotions in their drawings and paintings. To develop storylines in their pretend play. To sing and perform the nursery rhyme of the week. 	<ul style="list-style-type: none"> To develop storylines in their pretend play. To sing and perform the nursery rhyme of the week. To join in with school singing assemblies. To perform in the Christmas Nativity. 	<ul style="list-style-type: none"> To develop detailed storylines in their play. To sing and perform the nursery rhyme of the week. To join in with school singing assemblies. 	<ul style="list-style-type: none"> To act out narratives based on stories read in class. To sing and perform the nursery rhyme of the week. To join in with school singing assemblies. 	<ul style="list-style-type: none"> To act out and create narratives based on stories read in class. To sing and perform the nursery rhyme of the week. To join in with school singing assemblies. 	<ul style="list-style-type: none"> To invent, adapt and recount narratives with their peers. To perform songs, rhymes, poems and stories with others. To sing and perform the nursery rhyme of the week. To join in with school singing assemblies. 	
Charanga						
Unit 1 This Me	Unit 2 My stories	Unit 3 Everyone	Unit 4 Our world	Unit 5 Big Bear Funk	Unit 6 Reflect rewind and replay	
<ul style="list-style-type: none"> To play instruments with increasing control. To listen attentively, move to and talk about music, expressing their feelings and responses. To sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> To explore and engage in music making and dance, performing solo or in groups. 						
Introduction to an artist	Vincent Van Gogh	Wassily Kandinsky Jackson Pollock	Alma Woodsey Thomas	Henri Rousseau	Giuseppe Arcimboldo	David Hockney