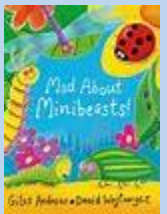
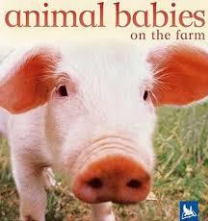
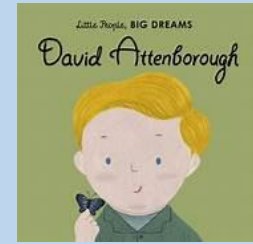
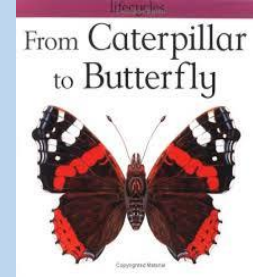
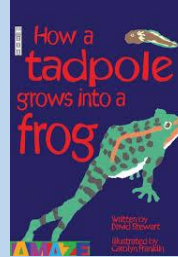
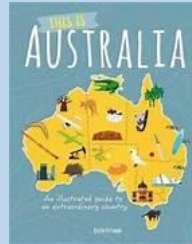
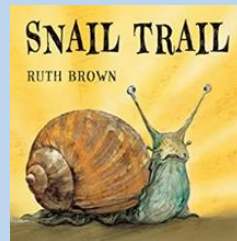
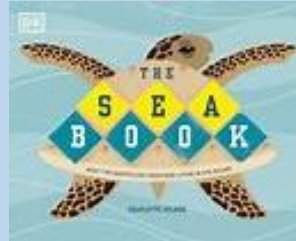
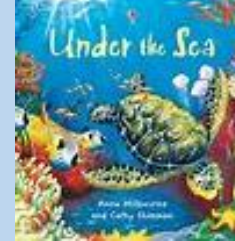
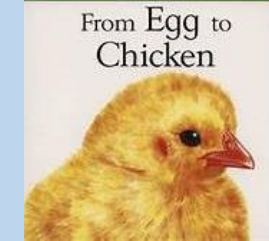
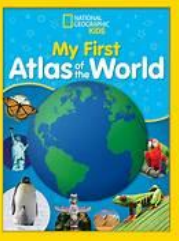
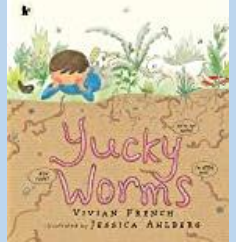
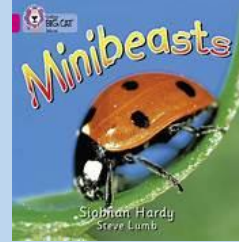
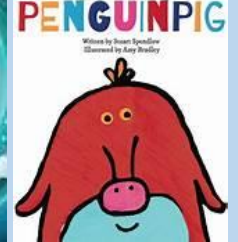
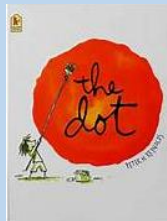
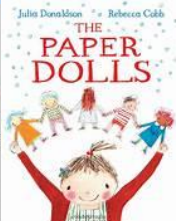
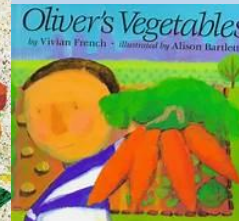
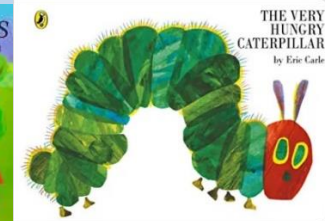
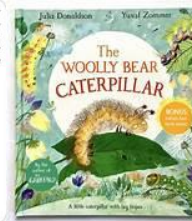
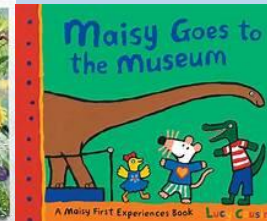
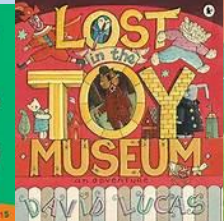
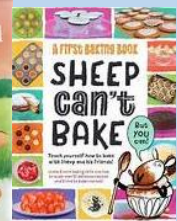


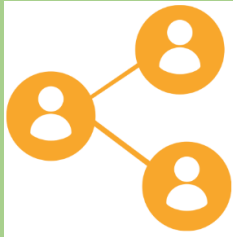
Summer 1- Our Special World

Possible Themes & Interests	MINIBEASTS   CHICKEN LIFECYCLE  THE ROYAL FAMILY ANIMALS AND BABIES  SIR DAVID ATTENBOROUGH  BUTTERFLY  FROGS  AUSTRALIA  ARCTIC 
Books following possible themes Suggested Texts	                    
Summer 1 Literacy Texts	          

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
Communication and Language 	Listening: Listen to and understand instructions about what they are doing, whilst busy with another task Listen to others in 1:1, small group, and whole class situations. BBC Listening – Sound Story BBC Listening – Near and Far Listen and Play – Minibeasts Listen and Play- Fabulous Fun and Summer Sun Attention: Listen and continue with an activity for an increasing time. Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understanding: Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions. Speaking: Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener E.g., "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?" ELG Communication and Language Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity. and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Fantastic Family presentations Show and Tell/Shine Time Book Vote- children choose from 2 books/poems for Teacher to read. VIPERS- teacher uses vocabulary, prediction, explanation, sequence Magnificent Me presentations Tales Toolkit Writing Area to encourage structured writing during Continuous Provision			

Personal, Social and Emotional Development



Express feelings:

Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.

Manage behaviour:

Can follow instructions, requests, and ideas in a range of situations.

Self-awareness:

Can talk about their own abilities positively.

Independence:

Confident to try new activities and say why they like some activities more than others.

Show resilience and perseverance, a belief that with more effort or with a different approach success will occur.

Understands rules linked to Sun Safety

Can follow directions with 3 parts.

Collaboration:

Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.

Social skills:

Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

Relationships and Sex Education (RSE)

Caring Friendships

Being Kind

Families

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Think Equal- My Amazing Brain A 1Decision- Pink's Screen Time Storybook Sun Safety	Think Equal- The Tiny Seed 1Decision- Safeguarding decision card- playing at the park	Think Equal- My amazing brain B 1Decision- Green stays in hospital Internet Safety - Digiduck	. Think Equal - Our Home 1Decision- Yellow's bedtime	Think Equal- Gokul's Game 1Decision- Pink has a new brother	Think Equal-My Dream in the Drawer 1Decision-Red's Nut Allergy

ELG Personal, Social and Emotional Development

Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Sun Safety

Physical Development



Develop the foundations of a handwriting style which is fast, accurate and efficient.

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are inter-connected, and not all learning has a predetermined outcome.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Combine different movements with ease and fluency.

UK SPORTS MULTISKILLS (planning)

Fundamentals/Basic Handling Skills with UK Sports coach.

ELG Physical Development

Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Dough Disco

Sensory Circuits

Outdoor Provision

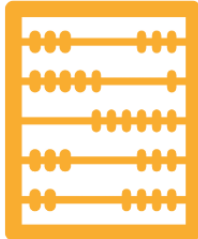
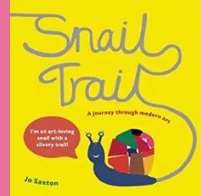
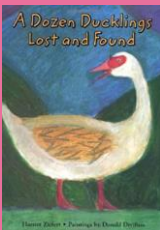
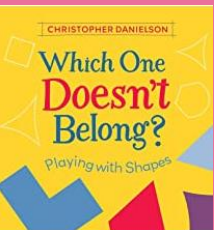
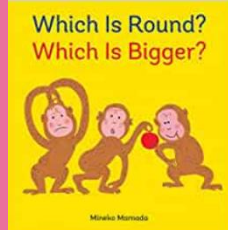
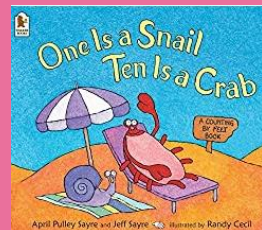
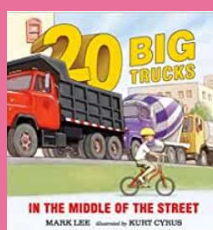
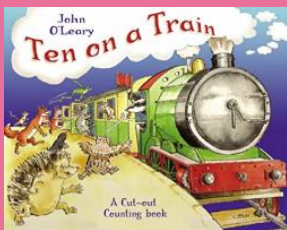
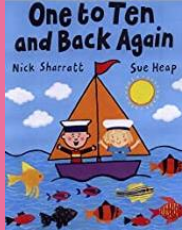
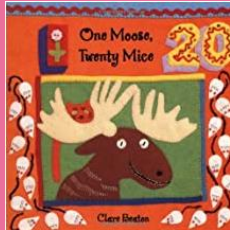
All Aboard Handwriting.

Funky Fingers

Complete separate fine motor writing assessment.

Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						
						

The Dot The Paper Dolls Life Cycles- Seed to Flower The Tiny Seed Oliver's Vegetables The Hungry Caterpillar The Woolly Bear Caterpillar Maisy Goes to the Museum Lost in the Toy Museum The Gingerbread Man Sheep Can't Bake but You Can	WORD READING Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. WRITING Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Begin to write a simple sentence/caption may include a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly according to All Aboard handwriting, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Tales Toolkit Adding words and sentences to create stories.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.			
Phonics 	Ongoing revision of Phase 2/3 Graphemes/Phonemes, Tricky Words, Nonsense Words. Revision of Phase 4 (repeat) Teacher to decide if this step is necessary by assessing the cohort. Week 1- CVCC Tricky words- said, so Week 2- CCVC Tricky words- have, like, some, come. Week 3- Revising 2 syllable words Tricky words- were, there, little, one. Week 4- Revision Tricky words- do, does, when, out, here, says, love. Week 5- Revision Week 6- Revision/Assessment ELG Literacy Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.			

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment								
			On track	not on track	extra focus assessment needed						
Mathematics  WRM- To 20 and beyond How many now? Manipulate, Compose and Decompose.		Subitising: Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, bingo. Counting: Continue to apply counting principles when counting forwards and backwards within 10. Continue to support counting principles to find how many in a set or count out a required number of objects from a larger group. Composition: Continue to develop understanding that all quantities are composed of smaller quantities. Sorting and Matching: Continue to notice similarities and differences in matching and sorting objects in new contexts. Comparing and Ordering: Provide regular opportunities to compare and order quantities and measures. Continue to make comparisons by lining items up with 1:1 correspondence to compare directly. Recognition of numerals 1-20									
	<table><tr><td><u>To 20 and beyond</u></td><td>Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks, bead strings show a full 10s and part of the next 10. Recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1. 1 full ten and 2 etc. Then 2 full tens and 1, 2 full tens and 2 and so on.</td></tr><tr><td>Building numbers beyond 10 (10-13)</td><td></td></tr><tr><td>Counting Patterns Beyond 10 (10-13)</td><td>Provide representations which clearly show the full 10s and the part of 10 e.g., 14 is one full ten and four. Count on and back from different starting points, say what comes before or after a given number and</td></tr></table>	<u>To 20 and beyond</u>	Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks, bead strings show a full 10s and part of the next 10. Recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1. 1 full ten and 2 etc. Then 2 full tens and 1, 2 full tens and 2 and so on.	Building numbers beyond 10 (10-13)		Counting Patterns Beyond 10 (10-13)	Provide representations which clearly show the full 10s and the part of 10 e.g., 14 is one full ten and four. Count on and back from different starting points, say what comes before or after a given number and				
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		to place sequences of numbers in order. Challenge to find larger numbers on number tracks and 100 squares.	Ordering numbers 1-10 then 20 Ways to make 5 then 10 Doubles to 5 Odds and Evens			
	Building numbers beyond 10 (14-20)	In this small step and the next, children build on their skills using the numbers to 13 to become more familiar with the numbers to 20 This small step focuses on building numbers to 20 Provide many opportunities for children to build these numbers, again focusing on the ten and 4,5,6,7,8,9 Continue to encourage them to build the numbers using the sequence identified in number stories. Use manipulatives to explore the structure of numbers beyond 10				
	Counting Patterns Beyond 10 (14-20)	In this small step, children develop their experiences of building the numbers from 14 to 20 They will now focus on seeing the pattern of ten and 4 more, ten and 5 more, ten and 6 more, and so on, which will then be built on further in later year groups.				
	Verbal Counting Beyond 20	In this small step and the next, children will focus on counting verbally beyond 20 Children should already have heard the numbers beyond 20 This step provides time to focus on this skill in adult-led learning. However, this will also need to be embedded in daily routines to support children to become confident. In this small step, children focus on the process of counting and the numerical patterns. Provide many opportunities for verbal counting beyond 20, pausing at each multiple to draw out the structure. Playing games and taking part in activities involving numbers beyond 20 can help to develop this skill, focusing on saying the numbers out loud. One example of this is playing hide and seek.				
	Verbal Counting Patterns	In this small step, children build on verbal counting beyond 20 by noticing the counting patterns involved. Provide calendars, hundred squares or number tracks, both inside and out, either painted or marked out on the ground. This will support children to become familiar with 2-digit numbers beyond 20 and to start to spot the patterns within them. Children may naturally be curious about bigger numbers. Read stories such as 1 is One by Tasha Tudor with children, paying particular attention to how each number is represented in the pictures to support counting larger numbers.				

	<u>How Many Now?</u> How many?	In this small step, children build on their understanding as they explore the change structure of addition (augmentation) by adding more. The focus for this step is on increasing a quantity by a given amount, while continuing to work within 10				
	How many did I add?	In this small step, children continue to develop their understanding of the addition change structure by adding more. Children have already explored finding the answer to "How many are there now?" To deepen learning, provide children with 'first, then, now' number stories where the 'then' part is missing. For example, "There were 5 children on the bus, then we don't know how many more got on, but now there are 8 children on the bus."				
	Take Away	In this small step, children build on their understanding as they explore the change structure of subtraction (reduction) by taking away. Children will have experience of taking away objects in everyday life and this is built on by focusing on taking away more than 1 object. The focus is on decreasing a quantity by a given amount, while continuing to work within 10				
	How many did I take away?	In this small step, children continue to develop their understanding of the subtraction change structure by taking away. Children have already explored finding the answer to "How many are there now?" To add challenge, provide children with 'first, then, now' number stories where the 'then' part is missing. For example, "There were 5 children on the bus, then we don't know how many got off, but now there are 2 children."				
	<u>Manipulate, Compose and Decompose</u> Select Shapes for a Purpose	Children have already had experience of selecting shapes for a purpose when using 3-D shapes for tasks. In this small step, this learning is extended to further exploring the properties of shapes and spatial relations.				
	Rotate Shapes	In this small step, children will explore how shapes will appear when rotated. A key thing to look out for is that children may not recognise a shape when its orientation changes. For example, children often do not recognise triangles and squares when they have been rotated. Rotating shapes is an important step, as it will help to support children to visualise how shapes and objects will fit together in later steps.				
	Manipulate Shapes	In this small step, children build on the learning from previous steps by now manipulating shapes. Children will explore moving, turning, rotating and flipping shapes to fit into the spaces provided. Continuing to enhance provision with pattern block				

		templates and number shape baseboards will support children to manipulate shapes.				
	Explain Shape Arrangements	In this small step, children use their previous knowledge of positional language and now progress to explaining more complex shape arrangements. Provide opportunities for children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another.				
	Compose Shapes	In this small step, children understand that shapes can be combined to make new shapes. Provide opportunities for children to fit shapes together using resources such as pre-cut gummed shapes, pattern blocks and number rods. Encourage children to investigate how many ways a given shape can be made using smaller shapes.				
	Decompose Shapes	In this small step, children explore identifying shapes within shapes. Children understand that shapes can be separated to make new shapes. Provide children with paper or gummed shapes and encourage them to fold or cut them; for example, by folding a rectangle to make two squares or cutting a square to make two triangles.				
	Copy 2D Pictures	Children will already have had some experience of making shape pictures in previous blocks. In this small step, children will build on this prior learning and will progress to copying more complex 2-D shape pictures. They will use learning from earlier steps in this block, such as rotating, manipulating and composing shapes to help them when copying shape pictures.				
	Find 2D Shapes with 3D Shapes	Children will have experience of finding 2-D shapes within 3-D shapes from earlier blocks. In this small step, this learning is built on and children are encouraged to notice 2-D shapes within 3-D shapes in a range of contexts. Encourage children to make a range of constructions, using skills from the previous steps in this block to rotate, manipulate and explain shape arrangements.				
	ELG Mathematics Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

Understanding the World



It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community. This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.

Chronology: Recount an event, orally, pictorial and/or with captions.

Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Respect: Understand that some places are special to members of their community.

Mapping: Draw information from a simple map and identify landmarks.

Enquiry:
Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.
Find out about their local area by talking to people, examining photographs, and visiting local places.
Understand the key features of the life cycle of a plant or animal.

History - Living Memory - What do we know about the Royal Family?
The Royal Family - Who are they and what do they do?
Name **King Charles** as our King
What significant events have taken place during King Charles's life?

London - the King / Royal Family / landmarks
Naughty Bus - London Bus/ Transport in the past - comparing photos

History Vocabulary -

King Charles 111	Royal
Queen Elizabeth 11	Similar
Queen	After that
King	First
Buckingham Palace	Next
London	Timeline
Royal	Photography
Now	Compare
Past	Difference
Present	Similarity
Then	Same
Different	Castle
King	Crown
Prince	Royal
Princess	

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly forest sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

SCIENCE- Animals including Humans. How does a chicken grow?
Learn about the lifecycles of animals- chicken, butterfly, frog
Observe how baby animals change over time.
Show care and concern for living things and the environment.
Compare adult animals to babies.
Learn to take care of themselves.
Know the importance of good health of physical exercise, a healthy diet, oral hygiene, ways to keep healthy and safe.
Learn about their senses.
Vocab- egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, grow, change, die.

GEOGRAPHY- How are places around the World different? Around the World (Kapow)
Home or away? Compare local environment with other places around the world.
Bear's UK Travels- To compare contrasting places within the UK
City or Countryside? To recognise the difference between City and Countryside environments.
Exploring different landscapes To compare different landscapes around the world.
Desert Explorers - To understand the characteristics of desert environments including climate and landscape.
Polar Explorers -To explore and understand life in a cold place, comparing and contrasting it with our own lives.

RE - Which people are special and why?
Encourage pupils to think about people who are special, including themselves, them peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.

-Recall and talk about stories of Jesus as a friend to others - What is it like to have a friend in Jesus?
Animated Bible Stories for Kids.

-Recall a story about a special person in Sikhism and talk about what can be learnt from it eg Guru Nanak
The Milk and the Jasmine Flower, Duni Chand and the Silver Needle (BBC Teach)

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Which people are special and why?	Who am I? Looking at A3 collages about ourselves and what we like.	Who is special to me? Friends and Family in my life that are special to me.	A special person: A special class. We are all special, what makes the class special	Which people are special to us at Brookside? People who have different roles. People who help us.	What is special to us? Invite children to share objects that are special to them. (split over 2 weeks)	

	ICT- Computing Purple Mash -Placing- placing objects in the right places. Matching upper and lowercase letters on balloons ELG Understanding the World Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.																																								
Expressive Arts and Design 	<table><tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr><tr><td>Autumn 1 Drawing - Marvellous Marks</td><td>Mark making with wax crayons.</td><td>Mark making with felt tips.</td><td>Mark making with chalk.</td><td>Observational pencil drawing.</td><td>Drawing faces.</td><td>Drawing faces in colour.</td></tr><tr><td>Autumn 2 Painting and mixed media</td><td>Finger painting</td><td>Outdoor painting</td><td>Painting to music</td><td>Collage and transient art</td><td>Landscape collage</td><td>Group art</td></tr><tr><td>Spring 1 3D Sculpture Creation Station.</td><td>Clay</td><td>Playdough</td><td>3D Landscape Art</td><td>Designing Animal Sculptures</td><td>Creating Animal Sculptures</td><td>Painting Animal Sculptures</td></tr><tr><td>Summer 1 Craft and Design</td><td>Cutting Skills</td><td>Threading Skills</td><td>Joining Materials</td><td>Paper Snakes</td><td>Flower Designs</td><td>Tissue Paper Flowers</td></tr></table>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Autumn 1 Drawing - Marvellous Marks	Mark making with wax crayons.	Mark making with felt tips.	Mark making with chalk.	Observational pencil drawing.	Drawing faces.	Drawing faces in colour.	Autumn 2 Painting and mixed media	Finger painting	Outdoor painting	Painting to music	Collage and transient art	Landscape collage	Group art	Spring 1 3D Sculpture Creation Station.	Clay	Playdough	3D Landscape Art	Designing Animal Sculptures	Creating Animal Sculptures	Painting Animal Sculptures	Summer 1 Craft and Design	Cutting Skills	Threading Skills	Joining Materials	Paper Snakes	Flower Designs	Tissue Paper Flowers	Art – Craft and Design (Kapow Planning)	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Variety of percussion instruments available in provision. Cat/Monkey music writing in provision. Red/Yellow music writing in provision.			
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Art Sessions

Cutting Skills – To develop Scissor Skills
Threading Skills – To develop Threading Skills
Joining Materials – To learn about the diverse ways that materials can be joined together and to test them.
Paper Snakes – To learn how to cut, fold and curl paper to achieve the desired effect.
Flower Designs – To create a design for a tissue paper flower.
Tissue Paper Flowers – Create a tissue paper flower based on last week's design.
To refine all small motor skills through the use of drawing, cutting and manipulating the paper.

Music– Stockport Music Service – The World Around Us
Create a piece of music in a small group (write and perform).

Summer 1	
Week 1	To create a soundscape To understand what dynamics are and use these in the pieces.
Week 2	To recreate the sound of a train using rhythm tags. To keep a steady tempo.
Week 3	To compose music to accompany a story.
Week 4	To listen and respond to sounds in our local environment.
Week 5	To work as a class to create short soundscapes to represent a picture. To understand of what pitch is and use it in the pieces created.
Week 6	To compose music to accompany a story. You must include changes in dynamics, pitch and tempo.

ELG Expressive Arts and Design

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.