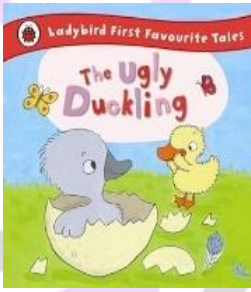


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>What makes me special? Autumn</b>	<b>How does it move? Winter</b>	<b>What's the story?</b>	<b>How does it grow? Easter</b>	<b>What will I be when I grow up?</b>	<b>Let's explore our world</b>
<b>Enhanced Learning Opportunities</b>	Visit from Durham police  Local walk	Stickman at Hardwick Park	Living eggs	Local library	Farm visit	Local walk to allotments
<b>Reception Key Texts from the English Canon</b>	     	  	     	  		

<p><b>Traditional Tales</b></p>	<p>The Magic Porridge Pot</p> 	<p>Princess and the Pea</p> 	<p>Little Red Riding Hood</p> 	<p>Ugly Duckling</p> 	<p>Rumpelstiltskin</p> 	<p>Chicken Licken</p> 
<p><b>Nursery Rhymes and Song</b></p>	<p><b>Counting songs:</b></p> <ul style="list-style-type: none"> <li>• 5 little speckled frogs</li> <li>• 5 little ducks</li> <li>• 5 little men in a flying saucer</li> <li>• 1,2,3,4,5 once I caught a fish alive</li> <li>• Two little dickie birds</li> <li>• Three blind mice</li> <li>• Five currant buns</li> <li>• 5 little monkeys jumping on the bed</li> <li>• One finger, one thumb</li> </ul>	<p><b>Variations of songs from Nursery:</b></p> <ul style="list-style-type: none"> <li>• Twinkle, twinkle chocolate bar</li> <li>• Incy, wincy spider climbed up a tree</li> <li>• Baa, baa, blue sheep</li> <li>• 5 little monkeys swinging from a tree</li> </ul>	<p><b>Counting songs:</b></p> <ul style="list-style-type: none"> <li>• 1, 2 buckle my shoe</li> <li>• Ten green bottles</li> <li>• Ten in the bed</li> <li>• Ten fat sausages</li> <li>• This old man</li> <li>• One potato, two potato</li> <li>• Hickory, dickory, dock</li> <li>• One finger, one thumb</li> </ul>	<p><b>Complex language:</b></p> <ul style="list-style-type: none"> <li>• Mary, Mary quite contrary</li> <li>• Goosey, Goosey Gander</li> <li>• The big ship sails</li> <li>• Dr Foster went to Gloucester</li> <li>• I know an old lady who swallowed a fly</li> <li>• Here we go round the mulberry bush</li> <li>• Old Mother Hubbard <ul style="list-style-type: none"> <li>• When Goldilocks went to the house of the bears</li> </ul> </li> </ul>	<p><b>Cultural songs and rhymes:</b></p> <ul style="list-style-type: none"> <li>• Frere Jacques</li> <li>• Ring, a ring, of roses</li> <li>• Hot cross buns</li> <li>• Are you sleeping?</li> <li>• Oranges and lemons</li> <li>• London bridge is falling down</li> <li>• The animals went in two by two <ul style="list-style-type: none"> <li>• Jambo</li> </ul> </li> <li>• Bobby Shaftoe's gone to sea</li> </ul>	

- There was a princess long ago

### Communication and Language: Listening, Attention and Understanding

<ul style="list-style-type: none"> <li>• Daily Storytime and nursery rhyme</li> <li>• Daily Review</li> <li>• Listen using the visuals 'good sitting, good looking and good listening'</li> <li>• Respond to Team Stop signal</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Storytime and nursery rhyme</li> <li>• Daily Review</li> <li>• Understand and respond appropriately 2 step instructions</li> <li>• Listen to and engage actively in story time</li> <li>• Support peers to respond quickly to Team Stop routine</li> <li>• Maintain eye contact with speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Storytime and nursery rhyme</li> <li>• Daily Review</li> <li>• Show understanding of newly acquired vocabulary in play.</li> <li>• Think of appropriate questions to ask a visitor</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Storytime and nursery rhyme</li> <li>• Daily Review</li> <li>• Understand and respond appropriately to 3 step instructions</li> <li>• Identify the problem in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Storytime and nursery rhyme</li> <li>• Daily Review</li> <li>• Show good listening behaviours in assembly and Church for longer periods</li> <li>• Retell the plot of the story and say what happens using vocabulary from the story</li> <li>• Listen to a rhyme or song and repeat it</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Storytime and nursery rhyme</li> <li>• Daily Review</li> <li>• Listen attentively with sustained concentration and know this is expected</li> <li>• Show understanding of tense: uses past, present and future</li> <li>• Use rhyme to have fun</li> </ul>
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### Communication and Language: Speaking

<ul style="list-style-type: none"> <li>• Daily review</li> <li>• Answer simple questions</li> <li>• Talk about themselves, their likes and dislikes</li> <li>• Use key vocabulary of school, homes, family, bodies, feelings</li> <li>• Role Play: Home Corner, Stickman and religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review</li> <li>• Retell a favourite story</li> <li>• Practise 'Performance Speaking' in the Nativity performance</li> <li>• Use key vocabulary of Autumn, trees, local area, Advent, Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review</li> <li>• Use key vocabulary of Winter, Arctic, Lunar and Chinese New Year</li> <li>• Role Play Arctic Explorers and religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review</li> <li>• Answer 'how' questions</li> <li>• Use key vocabulary of growing, Lent, Easter</li> <li>• Role Play – Drs (Marie Curie) and religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review</li> <li>• Articulate ideas and thoughts into well-formed sentences.</li> <li>• Use key vocabulary of Pentecost, Summer, growing, life cycles</li> <li>• Role Play: Rumpelstiltskin and religious stories</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review</li> <li>• Confidently ask questions of others.</li> <li>• Use key vocabulary of Summer, beach/ocean environments</li> <li>• Role Play: Chicken Liken and religious stories</li> </ul>
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- Role Play the Nativity and religious stories

### Physical Development: Gross Motor

#### Unit 1: Autumn

- Explore ways of moving the body: running, walking, jumping, skipping, side stepping
- Develop ability to recognise and list characteristics of Autumn
- Develop pupils object control (Stop & Slide moving to Throw & Catch)
- React to basic instructions: stop, run
- Exploration of outdoor equipment: balance bikes, scooters and ride on vehicles
- Play parachute games and enjoy working together as a team

#### Unit 2: Winter

- Develop pupils' ability to move confidently in a variety of ways
- Develop pupils' ability to recognise and list characteristics of Winter
- Develop fundamental movement of running, jumping, stopping, throwing & catching
- Move and dance creatively to music (Nativity)

#### Unit 3: People Who Help Us

- Develop fundamental movement of running, jumping, stopping, throwing and catching with increasing accuracy and control
- Track a balls and balloons
- Improve knowledge of how crossing patrol, police officer, doctors, paramedics help us
- Use gymnastic apparatus to slide, climb, crawl, jump and land
- Perform gymnastic rolls
- Climb, balance and swing on the outdoor climbing frame
- Manage risks on the outdoor climbing frame

#### Unit 4: Minibeasts

- Maintain balance when changing direction at speed
- Maintain balance when jumping consecutively, progressing to hopping
- Improve knowledge and understanding of mini-beasts through role play
- Respond quickly to instructions with a degree of consistency – run, walk, stop, forwards, backwards, sideways
- Catch a bean bag with partial consistency using the correct hand position
- Demonstrate the key teaching points for an effective catch & select the right type of throw to achieve success

#### Unit 5: Growing

- Move with confidence and move/stop with consistency (bending knees, feet apart)
- Maintain good balance whilst running and changing direction
- Jump for distance
- Throw for accuracy
- Bounce and catch a range of balls
  - Bike safety

#### Unit 6: Under the Sea

- Improve knowledge and understanding of the sea through role play
- Maintain balance whilst travelling over apparatus and running and changing direction
- Stop a bean bag and a ball using only hands and slide it back to a target with some degree of accuracy
- Catch a bean bag and a ball with consistency using the correct hand position
- Create **simple sequences of movements** using gymnastic equipment, travelling confidently and with control

			<ul style="list-style-type: none"> <li>• Perform forward rolls safely</li> <li>• Practice mindfulness techniques, intentional breathing and being still</li> </ul>	
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**Physical Development: Fine Motor**

<ul style="list-style-type: none"> <li>• Establish hand dominance</li> <li>• Pincer grip: develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching</li> <li>• Mark making: lines, circles, zig zags, left to right directionality</li> <li>• Cutting: Make snips and cut straight lines in a forward motion, smiling thumbs facing up</li> <li>• Dough Disco: joining in with moves</li> <li>• Draw and paint with a range of medium and tools</li> <li>• Letter formation of graphemes taught in RWI phonic order</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly difficult fine motor challenges, e.g. tiny bead threading, smaller tweezers <ul style="list-style-type: none"> <li>• Focus on importance of directionality and re-tracing of vertical lines</li> </ul> </li> <li>• Applying Dough Disco moves in provision</li> <li>• Refine comfortable tripod grip</li> <li>• Daily writing of own name</li> <li>• Cutting: refine scissor grip and cut curves and angled lines <ul style="list-style-type: none"> <li>• Use thinner crayons, finer felt tips and finer paint brushes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dexterity and pincer grip developed using increasingly challenging finger gym activities</li> <li>• Identify 'tall' and 'short' letters and begin to distinguish between these in own writing</li> <li>• Clay: Knead, roll, shape and use a range of tools to model</li> <li>• Woodwork skills: hitting a nail with a hammer</li> <li>• Cutlery: hold a knife correctly and spread butter on toast, jam on bread</li> <li>• Lacing- cardboard holes</li> <li>• Draw a Person: develops more consistent sizing of limbs and connectivity of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting practise: good sitting, feet flat to the floor, tummy tucked in attempting to sit letters on the line, gaps between words, consistent letter sizing</li> <li>• Cutting: cut out circle shapes with good scissor control and grip</li> <li>• Clay: strengthen hand muscles, knead, roll, squash, pinch and indent</li> <li>• Cut fruit and vegetables using one hand to steady the food</li> <li>• Lacing: plastic needle and wool</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting practise: letters start at the correct place, flick on the end, tall and short letters clearly identified, clear gaps between words <ul style="list-style-type: none"> <li>• Control: anticlockwise movements and retracing vertical lines</li> </ul> </li> <li>• Cutlery: use the fork to hold food while cutting it with a knife in a sawing motion <ul style="list-style-type: none"> <li>• Weaving: on individual frame and collaborative large scale</li> </ul> </li> <li>• Lacing: threading wool and sewing onto hessian</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting: Use the correct formation of capital letters</li> <li>• Cutting: cut around complex shapes, cutting along the line with good scissor grip</li> <li>• Cutlery: a knife and fork together in both hands when eating</li> <li>• Jigsaw: complete age-appropriate jigsaws</li> <li>• Draw a person: includes increasing detail and accurate sizing; hair, fingers, clothing, shoes</li> </ul>
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<ul style="list-style-type: none"> <li>Draw a Person: a mark making interpretation of themselves</li> </ul>					
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**Personal, Social and Emotional Development**

**Rights Respecting Articles**

<p><b>September Article 15:</b> The right to meet with other children and join groups</p> <p><b>October Article 24:</b> Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy</p>	<p><b>November Article 12:</b> Children have the right to say what they think should happen and to have their opinion taken into account</p> <p><b>December Article 2:</b> This convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from</p>	<p><b>January Article 29:</b> Education should develop each child's personality and talents to the full</p> <p><b>February Article 17:</b> Access to information from the media</p>	<p><b>March Article 14:</b> Children have the right to practise their religion</p> <p><b>April Article 28:</b> The right to an education</p>	<p><b>May Article 30:</b> Discipline in schools should respect children's dignity</p>	<p><b>June Article 6:</b> Live a full life. (Life, survival and development)</p> <p><b>July Article 31:</b> Children have the right to relax, play and to join in a wide range of activities</p>
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**Ten: Ten, Life to the Full**

<p><b>Module 1 Unit 1</b> Our World</p>	<p><b>Module 1 Unit 2</b> I Am Special</p> <p><b>Module 1 Unit 3</b> Feelings, Likes and Needs</p>	<p><b>Module 2 Unit 1</b> God's Family</p> <p><b>Module 2 Unit 2</b> Friends and Family</p>	<p><b>Module 2 Unit 3</b> My Body</p>	<p><b>Module 3 Unit 1</b> All Together</p>	<p><b>Module 3 Unit 2</b> Helping Out</p>
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	<b>Module 1 Unit 4 In My Life</b>				
<b>Project Evolve</b>					
<b>Self-Image</b>	<b>Relationships Online Privacy and Security</b>	<b>Online Reputation Internet Safety Day</b>	<b>Bullying Online</b>	<b>Manage Online Information</b>	<b>Healthy Living/Wellbeing Copy Right</b>
<ul style="list-style-type: none"> <li>• Settling into school</li> <li>• School rules and classroom expectations: Class Charter</li> <li>• Taking turns and sharing</li> <li>• Black History Month</li> <li>• Show racism the red card</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand our feelings using the Zones of Regulation</li> <li>• Knowing everyone is different and knowing what makes me special</li> <li>• Form positive relationships with other children and adults</li> <li>★ Fire work safety</li> <li>• Fire safety</li> <li>• Road safety including being seen in the dark</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns and sharing</li> <li>• Helping each other and asking for help</li> <li>• Being interested in each other's interests, feelings and ideas</li> <li>• Form positive relationships with other children and adults</li> <li>• Internet Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Staying safe</li> <li>• Use the Zones of Regulation to identify feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns and sharing</li> <li>• Cooperating and actively listening to others at group time</li> <li>• Form positive relationships with other children and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Helping each other and asking for help</li> <li>• Staying safe: water safety</li> <li>• Use the Zones of Regulation to identify feelings and use strategies to self-regulate</li> </ul>
<b>Literacy: Reading, Read Write Inc Phonics</b>					
<ul style="list-style-type: none"> <li>• Orally blend</li> <li>• Read single letter Set 1 Speed Sounds (first 16 sounds)</li> </ul>	<ul style="list-style-type: none"> <li>• Blend VC &amp; CVC words</li> <li>• Know 25 sounds (all Set 1 single-letter sounds)</li> </ul>	<ul style="list-style-type: none"> <li>• Know Set 1 digraphs</li> <li>• Blend sounds to read words</li> <li>• Read short Ditties</li> <li>• Read some common irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Read Red Storybooks</li> <li>• Read &amp; understand simple sentences</li> <li>• Know 31 sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Know Set 2 sounds ay, ee, igh, ow, oo, oo</li> <li>• Read Green Storybooks</li> <li>• Know 35 sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Read Green or Purple Storybooks</li> <li>• Read words consistent with phonic knowledge by sound blending or Fred in your Head</li> </ul>

					<ul style="list-style-type: none"> <li>Know 41 sounds speedily</li> </ul>
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**Literacy: Writing**

<ul style="list-style-type: none"> <li>Give meaning to marks: drawing, writing and painting</li> <li>Sit at the table with feet flat on the floor, tummy to the table, non-writing hand supporting the paper</li> <li>Establish hand dominance</li> <li>Begin to use a tripod grip</li> <li>Form some letters correctly</li> <li>Recognise and write some letters of first name</li> <li>Story scribing</li> <li>Writing: initial sounds to label</li> </ul>	<ul style="list-style-type: none"> <li>Use a tripod grip</li> <li>Form most letters correctly</li> <li>Build and write VC and CVC words using phonic knowledge</li> <li>Writing: lists, labels, short captions and some high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Writing: speech bubbles and attempt short sentences in meaningful contexts with finger spaces               <ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match spoken sounds</li> <li>Write high frequency words</li> </ul> </li> <li>Consolidate letter formation</li> <li>Begin to explore simple punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse to plan writing</li> <li>Writing: more than one sentence independently that can be read by themselves and others</li> <li>Features of genres: list, recipes</li> </ul>	<ul style="list-style-type: none"> <li>Writing: re read own writing to check finger spaces, full stops and spelling accuracy</li> <li>Features of genres: instructions, letter</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences with capital letters, finger spaces and full stops in meaningful contexts</li> <li>Write letters on the line, with descenders sitting under the line</li> <li>Use a comfortable pencil grip- tripod grip</li> <li>Use the correct letter formation for <u>most</u> letters</li> <li>Write name with correct upper and lower-case letters</li> <li>Write simple sentences with finger spaces and full stops which can be read by themselves and others e.g. <i>The fish is in the pond.</i></li> </ul>
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**Mathematics: NCETM Mastering Number - Numberblocks**

<b>Subitising:</b> <i>within 3, subitise objects and sounds</i>	<b>Comparison:</b> <i>of sets 'just by looking,' use the language of comparison</i>	<b>Subitising:</b> <i>within 5</i>	<b>Comparison:</b> <i>ordering numbers to 8, language of less than</i>	<b>Subitising:</b> <i>to 6</i>	<b>Comparison:</b> <i>linked to ordinality, track games</i>
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<p><b>Counting, ordinality &amp; cardinality:</b> five-ness of 5, object counting skills, match numerals to quantities within 10, verbal counting beyond 20</p> <p><b>Composition:</b> all numbers are made of 1, composition of 3,4,5, concept of 'whole' and 'part'</p>	<p><i>'more than/fewer than, an equal number' comparison of sets by matching</i></p>	<p><b>Counting, ordinality &amp; cardinality:</b> 'staircase pattern' and ordering numbers, each number is 1 more than the previous number</p> <p><b>Composition:</b> 5, 6, 7, make unequal sets equal, doubles, sorting numbers odds and evens</p>		<p><b>Counting, ordinality &amp; cardinality:</b> counting larger sets and things that cannot be seen</p> <p><b>Composition:</b> '5 and a bit' of 10</p>	<p><b>Review and Assess</b></p>
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**Mathematics: Shape, Space and Measure – White Rose Maths**

<ul style="list-style-type: none"> <li>• Naming 2d shapes &amp; properties</li> <li>• Positional language to describe patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Compare &amp; measure objects longer/shorter</li> </ul>	<ul style="list-style-type: none"> <li>• Compare objects heavier/lighter</li> <li>• Measure using non-standard measures</li> <li>• Positional language</li> <li>• Comparisons and sorting</li> </ul>	<ul style="list-style-type: none"> <li>• Complex repeating patterns <ul style="list-style-type: none"> <li>• Capacity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Time /Sequencing daily routines</li> <li>• Naming 3d shapes &amp; properties</li> <li>• Tally marks to record number</li> </ul>	<ul style="list-style-type: none"> <li>• 2d &amp; 3d shapes and properties <ul style="list-style-type: none"> <li>• Measures</li> </ul> </li> <li>• Positional language</li> </ul>
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**Understanding the World**

<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Describe and talk about themselves, family and home <ul style="list-style-type: none"> <li>• Human and physical features in our locality</li> </ul> </li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Looking after our bodies, eating 5 a day, brushing our teeth</li> <li>• Festivals &amp; celebrations</li> </ul> <p><b>Past &amp; Present</b></p>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Contrasting country- China (Lunar New Year celebrations)</li> </ul> <p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• Toys from today and the past</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Mapping our local area</li> </ul> <p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• Significant individual from the past: Marie Curie,</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• UK Farming</li> </ul> <p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• The Royal Family</li> </ul> <p><b>The Natural World</b></p>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Contrasting country: Spain, a common holiday destination</li> </ul> <p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• Seaside holidays now and in the past</li> </ul>
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<ul style="list-style-type: none"> <li>Looking after our bodies, eyes and teeth</li> <li>Describe and talk about our school community and staff</li> </ul> <p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>Talk about their life story, changes from when they were a baby <ul style="list-style-type: none"> <li>Significant individual from the past: Rosa Parks, Black History Month</li> </ul> </li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Signs and changes of Autumn</li> <li>Recycling and care for resources</li> </ul>	<ul style="list-style-type: none"> <li>Experience &amp; celebrate festivals; Halloween, Harvest, Remembrance Day, Christmas</li> <li>Guy Fawkes, Bonfire Night</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Signs and changes of Winter: hibernating animals</li> <li>Light and shadows</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Signs and changes of Winter</li> <li>Animals and their habitats</li> <li>Sorting materials and recognising their properties</li> <li>Floating and sinking</li> </ul>	<p>International Women's Day</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Minibeasts</li> <li>Signs and changes of Spring <ul style="list-style-type: none"> <li>Magnets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Animal and human lifecycles</li> <li>Signs and changes of Spring</li> <li>Identifying common UK animals, plants and trees</li> <li>Parts of a plant</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Signs and changes of Summer <ul style="list-style-type: none"> <li>Beach habitat</li> <li>Looking after beaches and ocean environments</li> </ul> </li> </ul>
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**Religious Education: Come and See**

<ul style="list-style-type: none"> <li>Myself/ Family</li> <li>Welcome/ Baptism</li> </ul>	<ul style="list-style-type: none"> <li><b>Judaism</b></li> <li>Birthday/Advent</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating/ Local church</li> <li>Gathering/ Eucharist</li> </ul>	<ul style="list-style-type: none"> <li>Growing/ Lent</li> </ul>	<ul style="list-style-type: none"> <li>Good News/ Pentecost</li> <li><b>Islam</b></li> </ul>	<ul style="list-style-type: none"> <li>Friends/ Reconciliation</li> <li>Our World/ Universal church</li> </ul>
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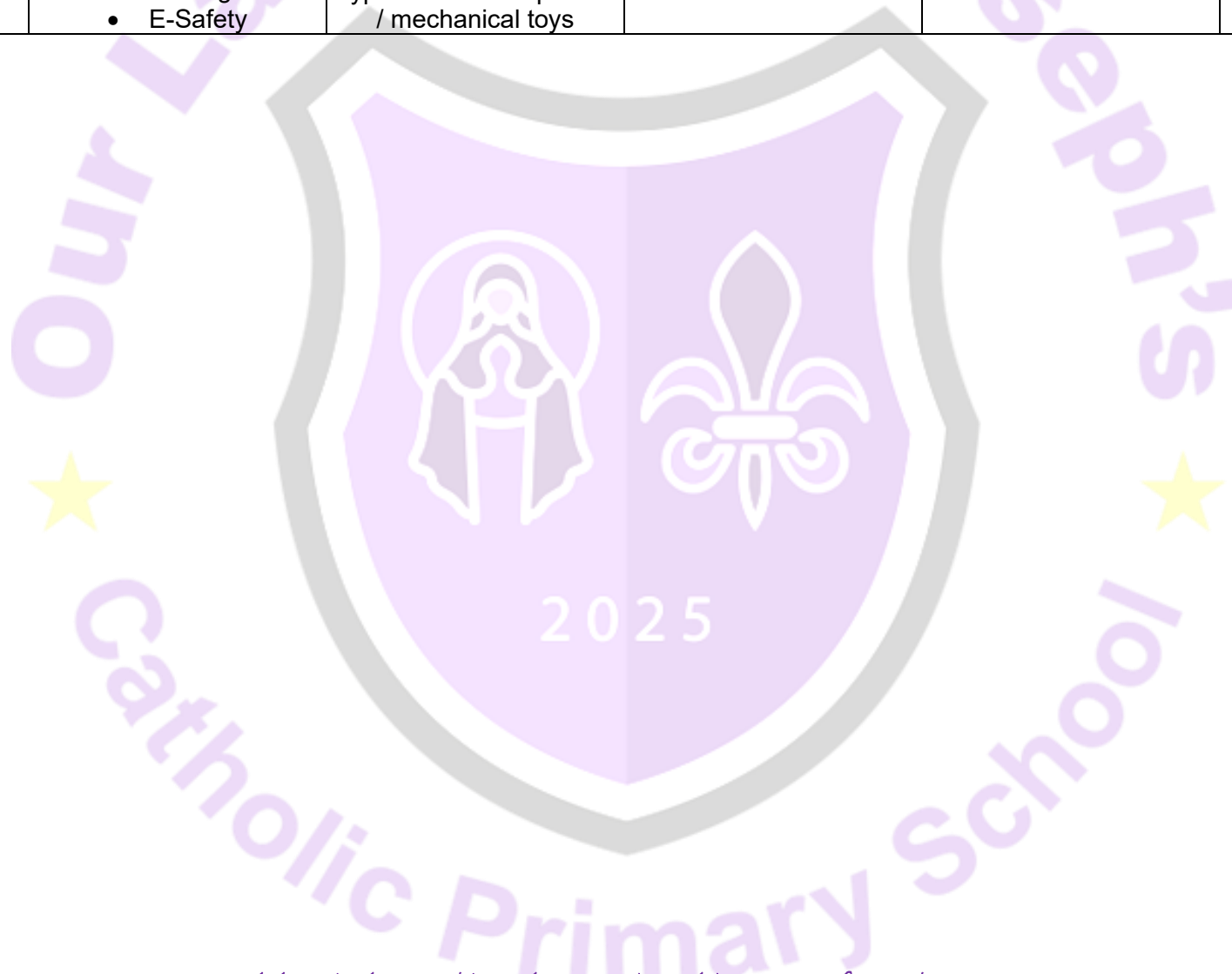
**Expressive Arts and Design**

**Ongoing: supporting children to use a dominant hand and hold a pencil effectively, using the tripod grip in almost all cases.**

Role play and small world activities will be available through the indoor and outdoor provision.

<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Paul Klee: focus artist</li> <li>• Mark making with a range of media (wax crayons, felt tips, chalk)</li> <li>• Wax crayon autumn leaf rubbings</li> <li>• Weave an autumn wreath with natural materials</li> <li>• Observational pencil drawings</li> <li>• Drawing faces</li> <li>• Drawing faces in colour</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Use imagination in role play and small world</li> <li>• Sing nursery rhymes and songs</li> <li>• Recite seasonal poetry and song</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Yr 6 Buddy collaborative artwork: Remembrance Day poppy patterns using felt tips and lines</li> <li>• Using a range of media to print fireworks expressing Bonfire night</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing songs and dances: Christmas Nativity performance</li> <li>• Explore sounds; vocal, body, instrumental, environmental and nature</li> <li>• Listen and respond to music (Diwali, Hannukah, Traditional Christmas music)</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Use paint to record emotional responses to pieces of music, creating exciting and expressive paintings</li> <li>• Outdoor painting, collecting materials and objects from nature to make painting tools</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Tap out simple repeated rhythms</li> <li>• Action songs</li> <li>• Finding the beat</li> <li>• Exploring tempo</li> <li>• Exploring pitch through dance</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh: focus artist</li> <li>• Exploring junk modelling</li> <li>• Cutting and scissor skills</li> <li>• Choosing resources</li> <li>• Making models</li> <li>• Evaluation and presentation</li> <li>• Temporary joins</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Moving to music: dance</li> <li>• Using instruments to represent characters</li> <li>• Story telling with actions</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Clay: designing, creating and painting animal sculptures</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Explore what makes an instrument</li> <li>• Introduction to orchestra</li> <li>• Follow the beat</li> <li>• Tuned and untuned</li> <li>• Instruments</li> <li>• Live music performance</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Yayoi Kusama: focus artist</li> <li>• Explore colours and experiment with different media-applying skills that have been taught to create a project</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Recite seasonal poetry and song with musical instruments</li> </ul>
<b>Technology/ Computing</b>					
<ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Logging in and out</li> </ul>	<ul style="list-style-type: none"> <li>• Use iPads to record learning</li> </ul>	<ul style="list-style-type: none"> <li>• Following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Debugging instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting internet research</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a branching database</li> </ul>

<ul style="list-style-type: none"> <li>• Mouse skills</li> <li>• Technology around us</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Whiteboard: games linked to</li> <li>• Sound buttons: children listen to pre-recorded challenges</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Giving simple instructions</li> <li>• Battery operated toys</li> <li>• Remote control toys</li> <li>• Exploring old typewriters / computers / mechanical toys</li> </ul>	<ul style="list-style-type: none"> <li>• Tinker tray</li> <li>• Pictures and photographs</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing the Bee-Bot</li> <li>• Bee-Bot programming</li> <li>• Sorting</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring pictograms</li> <li>• Composing and sending an email</li> <li>• E-Safety</li> </ul>
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*Living, loving and learning together with our eyes focused on Jesus*