

# RECEPTION LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>What's special about me?</b> Starting school / my new class / new Beginnings How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Introducing Zones of Regulation Introducing learning animals Introducing house point system Introducing Bucket Fillers	<b>Where are the coldest places on Earth?</b> Antarctic Arctic Inuit People Ice experiments The Nativity Christmas Lists Letters to Father Christmas Climates Comparing environments	<b>Where in the world shall we go?</b> Maps Stories from around the world Chinese New Year Weather around the world Animals around the world Habitats Our local environment Our country	<b>Why did the dinosaurs go extinct?</b> Dinosaurs Carnivores/Herbivores/Omnivores Fossils Paleontology	<b>Who helps us now and who helped people in the past?</b> Doctors Vets Paramedics Teachers Firefighters Police Pilots Astronauts Exploring each of these jobs and how they've changed over time.	<b>Where does our food come from?</b> Farming Farming in the past Farm equipment Jobs on the farm Animal habitats Animal names Fair trade farming Minibeasts Plants and growing
<b>Fabulous Favourite Texts</b>	Dear Zoo Hungry Caterpillar Gruffalo Oi Frog Bear Hunt Owl Babies The Tiger that came to tea.	Room on a Broom Oi Dog The Little Red Hen The Magic Porridge Pot	How to catch a star The Enormous Turnip Billy Goats Gruff Oi Cat	Oi Duck Billed Platypus Where the Wild Things Are This is Not My Hat Brown Bear Brown Bear Each Peach Pear Plum	Oi Puppies Green Eggs and Ham There was an old lady You Choose	You choose Fairytales Oi Aadvark Cat in the Hat Chicka Chicka Boom Boom
<b>Wow moments</b>	Church visit Meeting the vicar Harvest Time Autumn Trail	Bonfire Night Christmas Time / Nativity Remembrance day Stories by the Fireside Children in Need Posting letters to Father Christmas Penguin Parade	Storyteller Day Introduce stories around the world	Easter Egg hunt Dinosaur fossil dig Dinosaur visit	Visits from local people: Police Firefighters Nurse Vet Pilot Dentist	Visit from a local farmer Exploring a tractor up close Farmer Gow's Summer picnic Growing our own bean

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<b>Literacy</b>	<p><b>What's special about me?</b></p> <p>Retelling stories. Reading story maps. Creating story maps. Learning question words. Writing initial sounds. Writing final sounds. Teacher modelling simple sentences.</p> <p>Key Texts: Little Red Hen Goldilocks</p>	<p><b>Where are the coldest places on Earth?</b></p> <p>Stories – retelling, creating and innovating Writing CVC words Writing simple captions Modelling sentences to children Introducing the ‘great writers always’ toolkit. Blend sounds into words</p> <p>Key Texts: Lost and Found Jack Frost</p>	<p><b>Where in the world shall we go?</b></p> <p>Stories – retelling, creating and innovating Writing CVC words independently. Writing a simple sentence with support. Reading a simple sentence.</p> <p>Key Texts: Gingerbread Man The Three Little Pigs</p>	<p><b>Why did the dinosaurs go extinct?</b></p> <p>Stories – retelling, creating and innovating Writing a simple sentence. Beginning to use the toolkit independently to check writing. Working towards using finger spaces. Reading our sentence back. Rhyming words Non-Fiction Texts</p> <p>Key Texts: Little Green Dinosaur We're going on a Dinosaur Hunt</p>	<p><b>Who helps us now and who helped people in the past?</b></p> <p>Stories – retelling, creating and innovating. Writing sentences independently. Using full stops and capital letters. Forming most letters correctly. Using ‘Fred in our Head’ to sight read words</p> <p>Key Texts: Whatever Next Soggy Bear</p>	<p><b>Fun at the Seaside!</b></p> <p>Stories – retelling, creating and innovating. Writing sentences independently. Using full stops and capital letters. Forming most letters correctly. Writing our own five part stories. Instructions Riddles Reading simple sentences with increasing fluency.</p> <p>Key Texts: Farmer Duck Pig in the Pond</p>
<b>Tell a story</b>	<p>Introduction to 5 part stories. Using the story logs. How to use the story planner sheet.</p>	<p>Using the word ‘who’ in the beginning of our story to add detail. Making the build up more exciting. Starting to use adjectives. Using wizard words in our stories.</p>	<p>Making our endings more detailed. Transition into using story mountain shape. Using wizard words in our stories.</p>	<p>Alliteration Similes Adjectives</p>	<p>Using ‘who’ and ‘with’ to add more detail throughout our stories. Talking about our character’s feelings throughout the story.</p>	<p>Extending our sentences using joining words. Improving stories – adding in adjectives etc. Embedding the skills learnt across the year. Improving stories using skills learnt across the year.</p>
<b>Story language to be introduced</b>	<p>Once upon a time Then Early one morning One day (sunny, cold windy, stormy, rainy) Unfortunately Luckily They lived happily ever after.</p>	<p>Once Late one night Late one evening</p>	<p>From that day on In a land far far away A long time ago Finally</p>	<p>It all began when Suddenly</p>	<p>To his/her amazement At long last It all began when Fortunately</p>	<p>Embedding all the language used across the year.</p>

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<b>Whole Class Reading Texts and skills</b>	<p><b>What's special about me?</b> Dear Zoo Hungry Caterpillar Gruffalo Oi Frog Bear Hunt Owl Babies The Tiger that came to tea</p> <p>Using our fabulous favourites as a way to begin our whole class reading. Introduction to Rex Retriever and Predicting Pip</p>	<p><b>Where are the coldest places on Earth?</b></p> <p>Tom Crean's Rabbit Tango makes Three 365 Penguins The Journey Home The Polar Bear's Son</p> <p>Introduction to Inference Iggy likes/dislikes/puzzles/patterns grid</p>	<p><b>Where in the world shall we go?</b></p> <p>Lubna and Pebble Coming to England The Proudest Blue A Lion in Paris A Faery's Gift Emmanuel's Dream</p> <p>Introduction to Prove it Penguin</p>	<p><b>Why did the dinosaurs go extinct?</b></p> <p>Julian is a mermaid Can Bears Ski? Freddie and the Fairy What Happened to You Wonder</p> <p>Proving our answer and explaining why. Confidently answering a range of questions about a text.</p>	<p><b>Who helps us now and who helped people in the past?</b> Amelia Earhart Burglar Bill The Glorious Flight One Giant Leap Counting on Katherine Rosie Revere</p> <p>Finding evidence from the text – is it the illustrations or the words that tell us the answer? Using full sentences to answer questions (not starting our answer with because).</p>	<p><b>Where does our food come from?</b> Mae among the Stars The Darkest Dark Greta and the Giants First to the Top Shark Lady The Water Princess</p> <p>Finding evidence from the text – is it the illustrations or the words that tell us the answer? Using full sentences to answer questions (not starting our answer with because).</p>
<b>Vocabulary</b>	<p>Enormous Magnificent Exhausted Scrumptious Dangerous Disaster Fierce Mysterious Patient Ravenous</p>	<p>Curious Revolting Puzzled Gobbled Determined Terrifying Wise Brave Clambered Thunderous</p>	<p>Risky Furious Terrible Miserable Ridiculous Expert Similar Diabolical Scorching Famous Mild Rumpus</p>	<p>Fortunately Marvellous Glum Cunning Rare Colossal Vanished Embarrassing Miniscule Surprising</p>	<p>Mischievous Commotion Interrupt Agile Squabbling Hurtling Peculiar</p>	<p>Catastrophe Ancient Powerful Capture Spectacular Discovered Eventually Preposterous Venomous</p>
<b>Nursery Rhymes</b>	<p>Jack and Jill Humpty Dumpty Pat a Cake Hickory Dickory Three Blind Mice Little Miss Muffet Hey Diddle Diddle Deedle Deedle Dumping Little Jack Horner</p>	<p>Doctor Foster North Wind Doth Blow Polly and Suki Grand of Duke of York London's Burning Owl and the Pussycat I'm a Little Teapot</p>	<p>Mary had a little lamb One finger, one thumb Little Bo Peep Pop goes the Weasel Muffin Man</p>	<p>Pussy Pussy Cat Bells of London/Oranges and Lemons London Bridge Ring o Ring o Roses</p>	<p>Sing a Song of Sixpence 1, 2 Buckle my Shoe There was a Princess Long Ago</p>	<p>Farmer's in his Den Oats and Beans See the Little Girl Horsey Horsey</p>

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<b>Maths</b>	<p><b>Numbers to 5</b> Understanding how to partition this number using cherry models/ants on a log/numicon Adding and subtracting Number bonds Number formation Missing number sentences Exploring whether it is odd or even Exploring and naming the shape with the same number of sides of number being studied. Money- how can I make this number using the correct coins? Telling the time to o clock of the number being studied</p>	<p><b>Numbers to 10</b> Understanding how to partition this number using cherry models/ants on a log/numicon Adding and subtracting Number bonds Number formation Missing number sentences Exploring whether it is odd or even Exploring and naming the shape with the same number of sides of number being studied. Money- how can I make this number using the correct coins? Telling the time to o clock of the number being studied</p>	<p><b>Addition And Subtraction</b> Adding using carry on counting. Recording number sentences. Working out missing cherry models. Adding and subtracting on a numberline. Working out missing addition/subtraction number sentences <b>Length</b> Comparing different lengths. Measuring using non standard units. Beginning to use a ruler to measure. <b>Shapes</b> Naming 2D and 3D shapes. Comparing shapes. Describing shapes.</p>	<p><b>Teen Numbers</b> Number formation How to make the teen number using tens and ones Representing this on a cherry model Exploring how to use our number bonds to 10 to partition teen numbers in other ways e.g. <math>16 - 10 + 3 + 3</math> Missing number sentences <b>Doubling and Halving</b> Understanding doubling. Writing doubling number sentences. Counting in 2s. Halving Halving shapes.</p>	<p><b>Addition and Subtraction</b> Adding using a cherry model. Adding on ten frames. Using carry on counting. Missing number sentences. Adding on a numberline. Adding using a bar model (ants on a log). Beginning to explore the relationship between addition and subtraction. Subtracting using numicon. Subtracting on ten frames. <b>Shapes</b> Naming 3D shapes Counting the faces. Describing the faces using curved or flat. Exploring which shapes can roll. Counting the vertices. Using 3D shapes to make repeating patterns. Spotting mistakes in patterns. Sorting 3D shapes. <b>Time</b> Sequencing our day Using before/after O clock times</p>	<p><b>Addition and Subtraction within 10</b> Adding/subtraction using a cherry model. Adding/subtraction on ten frames. Using carry on counting. Missing number sentences. Adding/subtraction on a numberline. Adding/subtraction using a bar model (ants on a log). Consolidating relationship between addition and subtraction. Subtracting to 5 mentally. <b>Consolidation</b> Odd and Even Numbers 2D and 3D Shapes Teen Numbers Counting in 2s, 5s and 10s</p>

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<p><b>Understanding the World - The World</b></p>	<p><b>What's special about me?</b>            Introduction to our weather chart            Learning about our surroundings at school.            Forest School            Seasonal change</p>	<p><b>Where are the coldest places on Earth?</b>            Comparing different environments            Inuit people            Exploring animal habitats and why they are suited to that environment            Seasonal change – signs of Autumn            Forest School            Bird Migration</p> <p>Use it unicorn words: habitat, Northern Lights, Antarctica, Arctic, prey, predator, endangered.</p>	<p><b>Where in the world shall we go?</b>            Maps            Stories from around the world            Chinese New Year            Local environment            Drawing simple maps            Royal Family            Weather            Seasons            Comparing where we live to Australia.            Refugees (WCR)            Moving to a new country (WCR)</p> <p>Use it unicorn words – compass, aerial view, United Kingdom, country</p>	<p><b>Why did the dinosaurs go extinct?</b>            Forest School            Seasonal change – signs of Spring            Dinosaurs – how do they protect themselves? How can we relate this to animals that are not extinct?            Predators and prey            Extinct animals – can we stop this happening now?            People with disabilities and treating them with respect and kindness (WCR).</p> <p>Use it unicorn- prey, predator, extinct, fossils, habitats, carnivores, herbivores, omnivores, species, environment.</p>	<p><b>Who helps us now and who helped people in the past?</b>            Forest School            Seasonal change – signs of Summer            Earth Day- caring for our world.            Eco friendly actions we can take.</p>	<p><b>Where does our food come from?</b>            Exploring what plants need to survive            Growing our own beans            Exploring where our food comes from – bringing in our food packaging and marking this on a map.            Jobs on the farm            Fairtrade farming in other countries and importance of this.            Farm equipment.</p> <p>Use it unicorn words – crops, harvest, equipment.</p>
<p><b>Understanding the World - Past and Present</b></p>	<p>Introduction to diary            Introduction to Timeline            Seasonal Change</p>	<p>Bonfire Night            Ships of the past and explorers (from WCR).            Remembrance Sunday            Bonfire Night and the Gunpowder Plot</p>	<p>Old stories from other cultures.</p>	<p>How do we know about past?            Paleontologist and Archeologists            Mary Anning</p>	<p>Exploring jobs of people who help us and how these have changed over time – police/paramedics/nurses/fire fighters/police/vets/astronauts.</p> <p>Significant people – Neil Armstrong/Katherine Johnson/Amelia Earhart/Louis Bleriot</p> <p>Use it unicorn words – modern.</p>	<p>Continuing to explore significant people – Mae Jemison/Eugenie Clarke/Greta Thunberg/Edmund Hilary</p> <p>How farming has changed over time.</p>

# RECEPTION LONG TERM PLAN 21-22

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<b>Our Values</b>	Cooperation	Cooperation	Empathy	Empathy	Responsibility	Responsibility
<b>Understanding the world – People and Communities.</b>	<p><b>What is our school vision and what does it mean?</b></p> <p>Introduction to RE lessons.</p> <p>Discuss what a Christian is. Talk about the local churches, our Vicar, Mrs Finch, The Bible, our reflective monitors and highlight the reflective area.</p> <p>Introduce the main school value - Shine as lights in the world.</p> <p>Discuss - how do you shine as a light in the world? What makes you special?</p> <p>Introduce cooperation as the value we will focus on. Link to Bible stories. Discuss what qualities make a good friend?</p> <p>Key Texts – Only one you, Shine, Bible, Noah’s Ark</p>	<p><b>What celebrations are held across the world?</b></p> <p>Reinforce the main school value – Shine as lights in the world</p> <p>Reinforce value.</p> <p>Discuss what Christmas is.</p> <p>Learn about what Eid al Fitr is.</p> <p>Explain why the festivals/celebrations are important to people.</p> <p>Begin to describe similarities and differences between different celebrations.</p> <p>Key Texts – The Nativity Story, Diwali, Hannukah, Eid al Fitr</p>	<p><b>How can we care for others?</b></p> <p>Understand what the festival of Raksha Bandhan represents.</p> <p>Explain the message in the stories – Be my Guest and The Good Samaritan.</p> <p>Understand that many religious stories carry meaning and messages and discuss how this affects daily life of worshippers i.e. upholding the same values.</p> <p>Key Texts - Raksha Bandhan festival (Hinduism), Langar halls in Gurdwara’s (Sikhism), Good Samaritan (Christianity), The Monkey King (Buddhism), Be my Guest (Islam)</p>	<p><b>Why are some foods special?</b></p> <p>Develop an understanding that religious symbols represent something and carry meaning.</p> <p>Exploring key religious symbols for Christianity and Judaism.</p> <p>Relating to own special objects that hold importance in our own lives.</p> <p>Key Texts – Easter Story, Passover</p>	<p><b>Where to people go to worship?</b></p> <p><b>What makes a good friend?</b></p> <p>Explain what a place of worship is.</p> <p>Understand why a place of worship is important.</p> <p>Discuss similarities and differences between places of worship.</p> <p>Talk about own special places in their own lives.</p> <p>Visit to local church and explore why this is important to our local community.</p> <p>Key Places – Church, Synagogue, Gurdwara, Mosque, Mandir.</p>	<p><b>What makes a good friend?</b></p> <p>Embedding that religious stories carry meaning and worshippers try to embed the value and meaning of these stories in their daily lives.</p> <p>Developing an understanding of who the 12 disciples were and why they were important.</p> <p>Talking about how we can be good friends and which of our values encompass being a good friend and why.</p> <p>Key Texts - David and Johnathon – Christianity, The Deer and the Crow – Hinduism, The Wind and the Moon – Buddhism</p>

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<b>Forest School</b>	<p>Introduction to Forest School. and our site</p> <p>Learning how to get ready with increasing independence.</p> <p>Learning about boundaries.</p> <p>Making risk assessments.</p> <p>Understanding and following the rules.</p> <p>Staying safe</p> <p>Hygiene</p> <p>Using resources and being responsible</p> <p>Introduction to the pond area</p> <p>Introduction to climbing trees</p> <p>Den building</p> <p>Bug hunting</p> <p>Clay – forest faces</p> <p>Introduction to campfires</p> <p>Autumn</p>	<p>Building on Term 1 skills</p> <p>Developing confidence and independence at Forest school</p> <p>Getting ready for sessions with independence</p> <p>Understanding and following rules during sessions</p> <p>Observing and commenting on Autumn and seasonal changes</p> <p>Exploring and investigating leaves – leaf art, leaf kebabs, leaf people, leaf confetti</p> <p>Leaf man story</p> <p>Introduction to using a hammer</p> <p>Remembrance stick crosses</p> <p>Continued den building</p> <p>Selecting, using and being responsible for equipment</p> <p>Campfire skills</p> <p>Creating wands and wish sticks – wrapping skills</p> <p>Clay play</p> <p>Learning to care for the site</p> <p>Introduction to using secateurs to cut</p> <p>Bird feeders</p> <p>Forest games</p> <p>1:1 knife skills – whittling</p> <p>Begin to evaluate learning and experiences at the end of a session</p>	<p>Continue to develop and enhance independence and self- help skills</p> <p>Taking responsibility for resources and for caring for our site</p> <p>Observing and discussing season changes</p> <p>Learning how to stay warm</p> <p>Learning about different perspectives including bird’s eye view.</p> <p>Using the camera</p> <p>Continued opportunities to learn tool skills including whittling with a knife 1:1</p> <p>Forest games – target throwing with conkers, noughts and crosses with tree cookies, hide and seek.</p> <p>Camp fire skills</p> <p>Explore using story maps in the forest</p> <p>Observe and discuss weather</p> <p>Windy weather kits and wind socks</p> <p>Threading skills</p> <p>Explore extended areas of the site – oak island, Badger land, Stream</p> <p>Seasonal art work (snowdrops) using chalk and watercolour paint.</p>	<p>Independently getting ready before and after sessions</p> <p>Developing knowledge of what to wear according to the various conditions.</p> <p>Able to follow and discuss the rules and responsibilities at forest school.</p> <p>Continue to explore den building and tree climbing</p> <p>Seed bombs</p> <p>Seasonal changes – observe, discuss, record</p> <p>Artwork – spring flowers</p> <p>Exploring all areas of the site</p> <p>Using the bucket system to collect stream water</p> <p>Pond dipping</p> <p>Site maintenance</p> <p>Making and using maps</p> <p>Creating musical instruments using forest floor resources</p> <p>Easter – treasure hunt</p> <p>Hapa Zome</p> <p>Continued opportunities to use tools with 1:1 supervision</p> <p>Camp fire skills</p>	<p>Independently getting ready before and after sessions</p> <p>Developing knowledge of what to wear according to the various conditions.</p> <p>Able to follow and discuss the rules and responsibilities at forest school.</p> <p>Continue to explore den building and tree climbing</p> <p>Exploring all areas of the site</p> <p>Using the bucket system to collect stream water</p> <p>Pond dipping</p> <p>Site maintenance</p> <p>Creating musical instruments using forest floor resources</p> <p>opportunities to use tools with 1:1 supervision</p> <p>Camp fire skills</p> <p>Threading and weaving practice – use willow sticks</p> <p>Exploring non-fiction texts</p> <p>Mud pie making for migrating birds</p> <p>Aspiration sticks</p> <p>Introduce meditation time and develop skills</p> <p>Stream play – developing confidence when using the stream</p> <p>Create wild -flower willow crowns</p>	<p>Independently getting ready before and after sessions</p> <p>Knowledge of what to wear according to the various conditions.</p> <p>Able to follow and discuss the rules and responsibilities at forest school.</p> <p>Continue to explore den building and tree climbing</p> <p>Exploring all areas of the site</p> <p>Using the bucket system to collect stream water</p> <p>Pond dipping</p> <p>Site maintenance</p> <p>Creating musical instruments using forest floor resources</p> <p>opportunities to use tools with 1:1 supervision</p> <p>Camp fire skills</p> <p>Threading and weaving practice – use willow sticks</p> <p>Exploring non-fiction texts</p> <p>Aspiration sticks</p> <p>Develop meditation skills</p> <p>Stream play – use with confidence</p> <p>Create wild -flower willow crowns. Weave and secure.</p> <p>Children to create and develop their own café role play area in mud kitchen</p> <p>Safely use the pulley to collect stream water.</p>

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<b>Computing</b>		Using iPads to record stories.	How to navigate to Mini Mash. Using the mouse. Using two hands. Exploring the Art Area. Exploring the Literacy Area. Paintz website Photography at Forest School	Continuing to develop general computing skills. Exploring the Maths Area. Exploring the Simple City Area. Creating E-books. Paintz website Photography at Forest School	Using Mini Mash independently Using 2xplore Using 2beats Paintz website	Mini Mash Writing names and the word 'Wychwood' – logging on skills ready for Year 1. Writing a simple sentence – using the space bar and finding letters.
<b>Music</b>	Building up our bank of songs and nursery rhymes.	<b>Nativity:</b> Learning how to use project our voice. Learning about keeping in time with the music. Thinking about how to create actions to music.	<b>Exploring pitch:</b> What does pitch mean? Listening to music and responding to high and low notes. Listening to a piece of classical music each term and exploring how this makes us feel.  Use it unicorn words: Pitch	<b>Exploring tempo</b> What does tempo mean? Listening to music and identifying the tempo. Listening to a piece of classical music each week and exploring how this makes us feel. Soundscapes  Country dancing – learning to dance/skip in time with music.  Use it unicorn words: tempo	<b>Exploring composition:</b> Using 2xplore Using 2beats Exploring the speed Exploring the volume Looking at patterns Composing own pieces of music on computer Composing own songs by changing words to familiar songs. Listening to compositions of other musicians – folk, rap, country, dance,  Use it unicorn words – compose, lyrics, volume.	<b>Exploring body percussion and instruments:</b> Continuing to compose own songs by changing words to familiar songs. Name that instrument game. Embedding concepts pitch and tempo ready for Year 1.  Use it unicorn words – body percussion.










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	<b>What's special about me?</b>	<b>Where are the coldest places on Earth?</b>	<b>Where in the world shall we go?</b>	<b>Why did the dinosaurs go extinct?</b>	<b>Who helps us now and who helped people in the past?</b>	<b>Where does our food come from?</b>
<b>PSE</b>	<b>Being me in my world</b> Learning to recognise our feelings. Being responsible at home and at school Helping out family members.	<b>Celebrating difference</b> Learning what makes us special Similarities and differences Different types of families Different types of homes Being a kind friend Cooperating with our friends	<b>Dreams and goals</b> Overcoming challenges Setting goals Bouncing back when things go wrong Believing in myself. Thinking of the future	<b>Healthy me</b> Our bodies The importance of exercise Healthy eating Healthy sleep Hygiene	<b>Relationships</b> My family Friendships Falling out with friends Bullying What does being a best friend mean?	<b>Changing me</b> My body Respecting my body Growing up Fun and fears Celebration Changes in nature
<b>Physical Development</b>	Dough disco Forest School Message centre Mark making Moving round the garden	Dough disco Forest School Taking turns Keeping scores Obstacle courses	Doodle disco Forest School Woodwork Throwing games Beanbag games	Doodle disco Forest School Woodwork Skipping ropes Jumping games Different types of jumping	Doodle disco Forest School Woodwork Glue gun models Country dancing Tennis	Doodle disco Forest School Woodwork Glue gun models Swimming Sports Day Tennis

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<b>We are artists</b>	<p><b><u>Piet Mondrian</u></b></p> <p>Primary colour paper collages Felt tip book marks Painting squares</p> <p><b><u>Claudy Jongstra</u></b></p> <p>Making paint with natural materials Textile dying Printing</p>	<p><b><u>Vincent VanGogh</u></b></p> <p>Starry Night - foil paintings / melted crayon art / loose part pictures Van Gogh sunflowers – acrylic paintings</p> <p><b><u>Gustav Klimt</u></b></p> <p>Building a klimt Print layer art Gold swirl trees</p>	<p><b><u>Wassily Kandinsky</u></b></p> <p>Felt circle boards Concentric circles with watercolour and oil pastels</p> <p><b><u>Andy Warhol</u></b></p> <p>Stamping with foam stickers</p> <p><b><u>Minnie Pwerle</u></b></p> <p>Aboriginal art</p>	<p><b><u>Georgia O' Keefe</u></b></p> <p>Watercolour and oil pastel resist flowers Watercolours and oil Flower playdough</p> <p><b><u>Henri Matisse</u></b></p> <p>Foam shape water play Matisse paper collages Matisse goldfish paintings</p>	<p><b><u>Jackson Pollock</u></b></p> <p>Cotton ball paint splatting Textile art mural Paint dripping Marble painting Purple Mash splatter painting (digital)</p> <p><b><u>Lowry</u></b></p> <p>Pen and pencil drawings Townscapes Junk modelling towns</p>	<p><b><u>Pablo Picasso</u></b></p> <p>Play dough faces</p> <p><b><u>Michelangelo</u></b></p> <p>Under table painting Clay head sculptures</p>
<b>We are designers</b>		Woodwork	Design a potato printer	Design a dinosaur (split pins)	Design a hot air balloon	Design a sculpture
<b>Junk modelling focus</b>	Houses Robots Technology – cameras/laptops	Animals People Rockets	Transport Mobiles Lanterns	Animals	Buildings	Small world constructions
<b>Provision</b>	Paper collages Little red hen masks Rainbow pastel pictures Humpty Dumpty pictures Painting fruit and vegetables Bear masks	Snow globes Create a penguin Polar bear artwork Firework pastel pictures Santa paintings Winter landscapes Magic salt and watercolour pictures	Gingerbread house collages Gingerbread man and wolf masks Pastel drawings of houses Potato printing Superhero masks	Tissue paper collages Dinosaur pasta skeletons Dinosaur paper plates Easter chick – fork paintings Easter chick weaving.	Animals drawings step by step Space pastel pictures Rockets Pigeon paper plate Bear drawings	Mixed Media Collage portraits. Block printing Yarn animals Drawing vehicles

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## Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

 <b>Communication and Language</b>	 <b>Personal, social, emotional development</b>	 <b>Physical Development</b>	 <b>Literacy</b>	 <b>Maths</b>	  <b>Understanding the World</b>	<b>Expressive arts and design</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers,.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>