

From Cirencester Primary School Curriculum Map – 2023 - 2024 – Reception

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<p>Books chosen as the driver for learning</p> <p><i>The list is suggestive. Children's interests will direct book choice.</i></p>	<p>Farmer Duck</p> <p>The Smartest Giant in Town</p> <p>The rainbow fish</p> <p>Colour monster</p> <p>Green eggs and ham</p> <p>Tidy</p>	<p>Mog stories</p> <p>Six Dinner Sid</p> <p>Hairy Mclary</p> <p>Hospital dog</p> <p>Mog at the vets</p> <p>Christopher Nibbles</p> <p>Snore</p>	<p>Monkey puzzle</p> <p>The very hungry caterpillar</p> <p>The Bumblebear</p> <p>Oi Frog</p> <p>The dog that dug</p> <p>Batmouse</p> <p>Selfish Crocodile</p> <p>Gruffalo</p>	<p>Winnie the witch</p> <p>Where The Wild Things Are</p> <p>Room on a Broom</p> <p>The magic paintbrush</p> <p>Super happy magic forest</p>	<p>Little Red Riding Hood</p> <p>Goldilocks and the three bears</p> <p>Jack and The beanstalk</p> <p>The Three Little Pigs</p> <p>Billy Goats Gruff</p> <p>Hansel and Gretal</p> <p>The Enormous turnip</p>	<p>The magic bed</p> <p>If I had a dinosaur</p> <p>The great explorer</p> <p>Sam Usher sun</p> <p>Whatever next?</p> <p>The fish who could wish</p>
<p>The Big Question</p> <p><i>All Big Questions allow the children to expand their own experiences and interests while enriching their knowledge</i></p>	<p>What makes a great friend?</p>	<p>What is the secret life of pets?</p>	<p>What animal would you be?</p>	<p>Where do you find magic?</p>	<p>If you go down to the woods today would you believe your eyes?</p>	<p>Look up, look down, what is all around?</p>
<p>Rationale for the Big Question</p>	<p>Our youngest members at CPS need support to develop their social skills as they transition into school. This Big Question enables our children to reflect and question what is means to play cooperatively, show sensitivity to others and how to put our school values in action. During this term, children will work to form positive relationships, follow their own interests and respect the interests of others.</p>	<p>As the children begin to settle into school life here at CPS, we want to instil self-confidence and self-identity. We will encourage children not only to follow their interests, but communicate these interests to others. This will develop language and develop their ability to talk about themselves using 1st person. We will expand children's vocabulary to think about the past and present events in their own lives. It is equally important that our children can listen to others and find out what makes us all individual. Faith, culture and community is a big part of our identity. We will explore some of the stories that faiths may believe in and explore religions and cultures in our class.</p>	<p>This term we want continue our observations of the world around us with a specific focus on animals. The children at CPS have limited experiences, so it is important to extend their knowledge and interests to the wider wildlife. We will encourage children to show care and concern for living things and show children how to be responsible. The children will be encouraged to expand their vocabulary and verbal sentence structure to express opinions and explain their thoughts. We will continue to show children that others will have different opinions as we improve their listening skills.</p>	<p>During this term we will continue to build upon their communication skills, allowing children to debate and reflect on their own opinions before making choices. Children will continue to explore their interests by representing narratives and ideas through dance, role play and stories. The use of fairy tales will develop their knowledge of past, present and future tenses. The children will develop their understanding of sequencing and use stories to support this.</p>	<p>Children will be encouraged to use prior knowledge to support their opinions. They will be reminded of books they've read and use predictions skills to make a judgement. This term children will be encouraged to explain their opinions and ideas.</p>	<p>Children will build upon the learning in role play. Children will use their prior knowledge of real animals and experiences of animals role play and use imagination to bring a fantasy creature to life. Using their knowledge of animals and experiences of animals whilst adding their imagination.</p>
<p>Year group specific enhancement activities</p>	<p>Nativity Production</p>		<p>Spring hunt</p>		<p>KU trip to Slimbridge</p>	
<p>Personal, Social, and Emotional Development</p> <p><i>The Foundation Stage Principles underpin daily classroom practice which further ensures all aspects</i></p>	<p>- circle time</p> <p>- news time</p> <p>- Book focus- friendship, caring and sharing</p> <p>- Social skills – making friends, managing feelings and sharing</p>	<p>-Bring in family/baby photos and discuss home and community.</p> <p>-Circle time</p> <p>Book focus on behaviour and helping each other</p> <p>-forgiveness</p>	<p>-circle time</p> <p>-understanding of the world (looking at different environments)</p> <p>-human impact on the world</p>	<p>Caring for our world. What is the environment?</p> <p>Ways to look after our world.</p> <p>How have we changed our world? Have we made it better or worse?</p>	<p>Looking after ourselves</p> <p>Keeping clean (washing our hands)</p> <p>Brushing our teeth</p> <p>Looking after ourselves.</p> <p>The importance of sleeping.</p>	<p>Transition to Year 1</p> <p>Moving up and moving on</p> <p>Celebrating my achievements</p>

<p><i>of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour</i></p>	<p>- What makes a good friend? How can we help others?</p> <p>- Whole class/group games</p>	<p>-sharing achievement/ certificates from outside of school</p>			<p>Bedtime routines.</p>	
<p>Physical Development</p>	<p>Gross and fine Motor activities e.g. Finger gym ball games</p> <p>Construction and malleable activities</p> <p>Pencil grip</p> <p>Mark-making</p> <p>Name writing</p> <p>Tidying up</p> <p>Independent toileting and washing hands.</p> <p>Self dressing – fastening coats/shoes independently.</p> <p>Creative activities- cutting & sticking.</p> <p>Outdoor activities- moving in different ways and managing risks.</p> <p>Use one-handed tools with increased control e.g. pencil, scissors.</p> <p>Daily mile</p> <p>Carpet skills with increased learning behaviours</p>		<p>Creative activities- cutting & sticking.</p> <p>Letter formation</p> <p>Outdoor activities- moving in different ways.</p> <p>Hand-eye coordination activities, Ball games</p> <p>Use one-handed tools with increased control e.g. pencil, scissors.</p> <p>Daily mile</p> <p>Talk about aspects of good health</p> <p>Develop characteristics of effective learning e.g. persistence and motivation.</p>		<p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Manipulates objects with good fine motor skills.</p> <p>considers and manages some risks when tackling new challenges</p> <p>Develop characteristics of effective learning e.g. persistence and motivation</p> <p>Gross motor skills: Preparing for sports day activities.</p> <p>Uses writing as a means of communicating to audience.</p> <p>Exceeding- self dressing successfully managing fastening buttons or laces.</p> <p>Can make healthy choices in relation to, healthy eating and exercise</p>	
<p>Communication and language</p> <p><i>All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and news have a weighty focus on CLL as well as Pobble picture discussion. Observations next steps and target setting support the development of individuals. Intervention time</i></p>	<p>-discussing simple scenarios given to them</p> <p>-friendship resolution</p> <p>-communicating with manners</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and use new vocabulary through the day</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>-Talking in first person</p> <p>-Talking about themselves to others</p> <p>-Listening to others and showing good body language</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and use new vocabulary through the day</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Group book talk.</p>	<p>Giving an opinion or idea</p> <p>Learn new vocabulary and use new vocabulary through the day</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Develop social phrases.</p> <p>Describe events in some detail.</p>	<p>Developing own opinions with some reasoning</p> <p>Learn new vocabulary and use new vocabulary through the day</p> <p>Story making, CIP, Reading comprehension lessons focusing on oral rehearsal of sentence construction and new language.</p> <p>Engage in extended conversations about the book, learn new vocabulary: ocean, octopus, ordinary, scales sparkling, amazed, glide, proud, shimmer, shocked, dazzling, admire, loneliest wise,</p>	<p>-Explaining own opinions</p> <p>-using prior knowledge</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Sharing words from our own cultures</p> <p>Talking about spring Weather, seasons spring. Spring animals, plans, weather.</p> <p>Describe their magic paintbrush and what they create with it.</p> <p>Easter around the world- contrast and compare images and resources</p> <p>Learn new vocabulary and use new vocabulary through the day</p>	<p>Using learnt knowledge to apply to new situations</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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><i>focussing on speech is designed to support children who are not making the expected progress</i></p>		<p>Front cover, pages, print, text, words,</p> <p>Looking at the cover: ‘I wonder what is happening here?’</p> <p>Link – have you ever seen a fish?</p> <p>Have you ever shared something really special?</p> <p>What characters might be in the book?</p> <p>Where might it take place? What might it be like in the sea?</p> <p>I spotted a.....</p> <p>He looks.....</p>		<p>glare, emerged, advice, glittering, discover, disappeared, wavered, peculiar, whizzed, prized possession</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>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</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>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>
Literacy	<p><u>Reading:</u></p> <p>Class daily story time.</p> <p>Home Book Talk and reading.</p> <p>1:1 reading</p> <p>Name recognition-name pegs, work books.</p> <p>Reading initial sounds activities</p> <p>Tricky words and CVC words.</p> <p><u>Phonics:</u></p> <p>Set one speed sounds</p> <p>Link sounds to letters</p> <p>Letter formation</p> <p>Phonics songs & actions</p> <p>Writing cvc words</p> <p>Oral segmenting and blending CVC words</p> <p>HFW and tricky words</p> <p>EXT simple sentences</p> <p><u>Writing:</u></p> <p>Extend spoken vocabulary.</p>	<p><u>Reading:</u></p> <p>Class daily story time.</p> <p>Home Book Talk and reading.</p> <p>1:1 reading</p> <p>Name recognition-name pegs, work books.</p> <p>Reading initial sounds activities</p> <p>Tricky words and CVC words.</p> <p><u>Phonics:</u></p> <p>Set one speed sounds</p> <p>Link sounds to letters</p> <p>Letter formation</p> <p>Phonics songs & actions</p> <p>Writing cvc words</p> <p>Oral segmenting and blending CVC words</p> <p>HFW and tricky words</p> <p>EXT simple sentences</p> <p><u>Writing</u></p> <p>Simple sentences :</p> <p>Mog, cat, and, the CVC words and first tricky words linked to text: dog, long, big,</p>	<p><u>Reading:</u></p> <p>Home Books</p> <p>1:1 reading</p> <p>Independent reading activities.</p> <p>Class comprehension Reading</p> <p>Class daily story time</p> <p>Cvc words and tricky words</p> <p><u>Phonics:</u></p> <p>Set one and two speed sounds.</p> <p>Blending and segmenting words and writing simple sentences.</p> <p>HFW and tricky words</p> <p><u>Writing:</u></p> <p>Segment & blend simple words and captions</p> <p>Build simple sentences and can read them back.</p> <p>Continues a rhyming string</p> <p>Writes for different purposes.</p> <p>Spell some irregular common words correctly</p>	<p><u>Reading:</u></p> <p>Home Books</p> <p>1:1 reading</p> <p>Independent reading activities.</p> <p>Class comprehension Reading</p> <p>Class daily story time</p> <p>Cvc words and tricky words</p> <p><u>Phonics:</u></p> <p>Set one and two speed sounds.</p> <p>Blending and segmenting words and writing simple sentences.</p> <p>HFW and tricky words</p> <p><u>Writing</u></p> <p>CVC , CCVC words and sentences linked to the story.</p> <p>Using their phonic knowledge to write words in ways that match their spoken words</p> <p>Writing phonetically decodable, tricky and high frequency words linked to text.</p> <p>Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words.</p>	<p><u>Reading:</u></p> <p>Home Books</p> <p>1:1 reading</p> <p>Independent reading activities.</p> <p>Class comprehension Reading</p> <p>Class daily story time</p> <p>Phonetically decodable words and tricky words</p> <p><u>Phonics:</u></p> <p>Set one and set two sounds.</p> <p>Polysyllabic words.</p> <p>HFW and tricky words</p> <p>Blending and segmenting words and writing simple sentences.</p> <p><u>Writing</u></p> <p>Narrative Extracts from Red Riding Hood.</p> <p>Writing simple phrases and sentences that can be read by themselves and others.</p> <p>Narrative Extracts from Jack and the Bean Stalk.</p> <p>Instructions – how to plant a seed.</p> <p>Narrative there little pigs.</p>	<p><u>Reading:</u></p> <p>Home Books</p> <p>1:1 reading</p> <p>Independent reading activities.</p> <p>Class comprehension Reading</p> <p>Class daily story time</p> <p>Phonetically decodable words and tricky words</p> <p><u>Phonics:</u></p> <p>Set one and set two sounds.</p> <p>Polysyllabic words.</p> <p>HFW and tricky words</p> <p>Blending and segmenting words and writing simple sentences.</p> <p><u>Writing</u></p> <p>Narrative – weather.</p> <p>Space</p> <p>Journeys</p> <p>Under the Sea</p> <p>Dinosaurs</p> <p>Inventing</p> <p>Simple sentences. Sentences with added detail. Capital letters, full stops, finger spaces, writing on the line. Reading work aloud.</p> <p>Common exception words.</p>

	<p>Manipulates objects with good fine motor skills.</p> <p>Develop pencil grip and Letter formation.</p> <p>Ascribe meaning to marks.</p> <p>Segment & blend CVC words and captions</p> <p>Use one-handed tools with increased control.</p> <p>Develop letter formation</p>	<p>Tricky words I, go, to, the, she, he, we CVC and CCVC words linked to the nativity story.</p>		<p>Re-reading what they have written to make sure it makes sense.</p> <p>Making rhyming strings and phonetically decodable words linked to text.</p> <p>.</p>	<p>How to build a house. My favourite house.</p> <p>Narrative goldilocks.</p> <p>Billy goats gruff – make our own version.</p> <p>Rewrite the story adding in our own cast of ‘helpers’ and their own huge root vegetable.</p>	<p>Phonetically decodable, tricky and high frequency words linked to text</p> <p>Writing for a purpose – make a class story book.</p> <p>Narrative – dinosaurs – writing in the past tense.</p> <p>Writing for purpose – writing to my new teachers.</p>
Mathematics	<p>Counting 5,6,7</p> <p>The counting sequence stays the same.</p> <p>The last number counted represents how many are in the set.</p> <p>As you count, the quantity increases.</p> <p>Each object in the set is counted once and once only</p> <p>The count of objects can begin with any object in the set and the total will remain the same</p> <p>The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.</p> <p>The count for a set of objects gives the quantity regardless of the size or type of objects.</p> <p>Subitise 5</p> <p>Problem Solving</p> <p>Awareness of 3-dimensional space such as physical activities like crawling, tunnelling, climbing, hiding and building dens</p> <p>Awareness of position exploring activities using spatial words such as ‘above’ ‘below’ ‘inside’ ‘outside’ and ‘besides’ as children carry out activities.</p>	<p>Counting 8,9,10</p> <p>The last number counted represents how many are in the set.</p> <p>Each object in the set is counted once and once only.</p> <p>Count things that we see, but then they are not visible.</p> <p>Count things that happen or we hear</p> <p>Problem Solving</p> <p>Count items onto a number track</p> <p>The count of objects can begin with any object in the set and the total will remain the same</p> <p>The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.</p> <p>The count for a set of objects gives the quantity regardless of the size or type of objects.</p> <p>Awareness of size exploring when size changes such as what happens when you stretch elastic</p>	<p>Composition of 2, 3, 4, 5 and 6</p> <p>Calculating within 4,5 and 6</p> <p>Subitise numbers up to 5</p> <p>Partition 2, 3, 4, 5 and 6</p> <p>Find totals by combining groups, including the empty set</p> <p>Find one more than numbers</p> <p>Take away from 2, 3, 4,5 and 6 including taking away zero</p> <p>Find one less than numbers</p> <p>Find hidden numbers when calculating</p> <p>Problem Solving</p> <p>Awareness of a range of patterns, e.g. wallpaper and wrapping paper</p> <p>Awareness of repeating patterns, continuing a pattern e.g using 3D and 2D shapes and their attributes</p> <p>Awareness of repeating patterns, continuing a pattern e.g using sounds and movements</p> <p>Awareness of repeating patterns, creating a pattern e.g using 3D objects and 2D shapes</p>	<p>Compare numbers</p> <p>Identify groups that are the same</p> <p>Identify the group that has more and use language of comparison</p> <p>Identify the group that has fewer and use language of comparison</p> <p>Compare groups</p> <p>Problem Solving</p> <p>Identify numbers that are more</p> <p>Identify numbers that are less</p> <p>Compare numbers</p> <p>Order numbers</p> <p>Composition of 7 and 8</p> <p>Partition 7 and 8</p> <p>Find totals by combining groups, including the empty set</p> <p>Find one more than numbers</p> <p>Take away from 7 and 8 including taking away zero</p> <p>Find one less than numbers</p>	<p>Partition 9 and 10</p> <p>Combine groups to make 9 and 10</p> <p>Find one more than numbers up to 9 and 10</p> <p>Find totals up to 9 and 10 by counting on</p> <p>Problem Solving</p> <p>Take away from 9 and 10</p> <p>Take away from numbers up to 9 and 10</p> <p>Find one less than numbers up to 9 and 10</p> <p>Find hidden numbers when taking away</p> <p>Use repeated addition to find doubles</p> <p>Use repeated addition to find even numbers</p> <p>Solve problems involving doubles and even numbers</p> <p>Combine equal groups to find a total</p> <p>Solve problems involving combining groups</p> <p>Revisit learning</p>	<p>Distribute objects by sharing into two equal groups</p> <p>Distribute objects by sharing into more than two equal groups</p> <p>Solve problems involving sharing into equal groups</p> <p>Distribute objects by grouping equally</p> <p>Number stories for combining groups</p> <p>Number stories for counting on</p> <p>Number stories for hidden numbers</p> <p>Extra Problem Solving</p> <p>Number stories for taking away</p> <p>Number stories for how many fewer than</p> <p>Number stories for hidden numbers</p> <p>Revisit aspects of Shape Space and Measures</p> <p>Revisit learning</p>

	<p>Awareness of 3-dimensional world such as building with building blocks, using shape-puzzles or small world toys.</p> <p>Awareness of 3-dimensional world such as exploring outside spaces and learn about making journeys and how to describe them.</p> <p>Awareness of 3D shapes by: talking about how 3D shapes are the same or different, using mathematical terms to describe shapes, such as flat, straight, curved, ‘it is like a...’ building with 3D shapes</p> <p>Matching some shapes by recognising similarities and orientation Finding 3D shapes in the environment</p> <p>Sorting everyday objects according to their shape</p>	<p>Awareness of length such as exploring how long things are</p> <p>Awareness of length such as exploring objects using the language of longer than and shorter than</p> <p>Awareness of weight such as exploring how heavy things are</p> <p>Awareness of weight such as exploring objects using the language of heavier than and lighter than</p> <p>Awareness of capacity such as exploring how much a container holds</p> <p>Awareness of volume such as exploring how full or empty containers are</p>	<p>Awareness of repeating patterns, creatiing a pattern e.g attributes, sounds and movements</p> <p>Awareness of repeating patterns, continuing a pattern using numbers</p>	<p>Find hidden numbers when calculating</p>		
Understanding the World	<p>Significant events in their own experience (Birthdays, Christmas)</p> <p>Talk about themselves, Friends and family – who I live with.</p> <p>Talk about similarities and differences between family traditions.</p> <p>Understand children don’t always enjoy the same things, and are sensitive to this.</p> <p>Significant Events and traditions. Halloween, Bonfire night, Remembrance, Christmas, Birthdays, Diwali.</p> <p>Seasons, weather, animals and plants. Who are my friends? Who is in my family? Are all families the same?</p> <p>Can you find different materials that are shiny, like the Rainbow Fish's scale? What makes them shine and reflective?</p>	<p>Dogs that help us. Police dogs, sheep dogs, guide dogs</p> <p>My favourite places – indoor and outside – what is the difference between them?</p> <p>Seasons – what is winter? How is winter different to summer? What do we wear in winter? Why do we wear these in winter? What is the weather like in winter?</p> <p>Christmas –how the traditional Christmas story is different to how we celebrate Christmas now.</p> <p>Christmas – seasons, traditions.</p>	<p>Significant events: New Year, Chinese New Year, Pancake Day, Easter, celebrations, Mother’s Day</p> <p>People who help us in the community</p> <p>Explore different occupations and ways of life.</p> <p>Observe plants, animals, natural and found objects</p> <p>Make maps, plans, Instructions and directions.</p> <p>Different jobs people do</p> <p>Start to show an interest in different occupations and ways of life.</p> <p>The world – describe your environment - House, flat, path, church. Look at maps and photographs of Cirencester.</p> <p>Draw simple information from a map.</p>	<p>Weather, seasons spring. Spring animals, plans, weather.</p> <p>Understanding the effect of changing seasons on the natural world around them.</p> <p>Exploring the natural world around them.</p> <p>Describing what they see, hear and feel whilst outside.</p> <p>The world - Looking closely at our environment. Notice patterns take rubbings from, grates, covers, bricks, etc. What can I hear? What can I see? Can I smell anything?</p> <p>Recognising some similarities and differences between life in this country and life in other countries.</p> <p>Recognising some environments that are different to the one in which they live.</p>	<p>Similarities and differences in relation to places, objects, materials and living things.</p> <p>Significant Events: Father’s Day</p> <p>Different types of transport.</p> <p>Seasons and changes over time – Summer</p> <p>Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing)</p> <p>Changes over time- Growth, decay.</p> <p>Similarities and differences in relation to places, objects, materials and living things. (Three little pigs.</p> <p>Familiar with basic scientific concepts such as floating, sinking, experimentation</p>	<p>Inventions – what are they and what are they for? Umbrella?</p> <p>Invention challenges</p> <p>What are dinosaurs?</p> <p>What are fish? Are they the same as animals? Features of a fish.</p> <p>Looking at maps – what is a map? Make a map of your adventure.</p> <p>Who lives in a pond?</p> <p>Frogs, fish, water boatmen, pond skaters.</p> <p>Learning about Summer – what happens in summer? Season study.</p>

	<p>They make observations and explain why some things occur. (e.g. Melting ice experiment)</p> <p>Introduction to me!</p> <p>Farms – who do we find on a farm?</p> <p>Who are my friends? Who is in my family? Are all families the same?</p> <p>Can you find different materials that are shiny, like the Rainbow Fish's scale? What makes them shine and reflective?</p> <p>Autumn – signs of autumn around us. What is autumn? How do I know it is autumn?</p> <p>How does autumn feel?</p> <p>How would I describe autumn?</p>		<p>Religious celebrations Easter.</p> <p>What do we do to celebrate Easter?</p> <p>Recognise and describe special times or events for family or friends.</p>			
Expressive Arts and Design	<p>Singing and dancing (Charanga – Go Noodle)</p> <p>Exploring rhythms.</p> <p>sound patterns and match movements to music</p> <p>Expressive in art/drama/dance (Christmas show)</p> <p>Exploring colour/texture to make pictures. Colour names and mixing. Light and dark.</p> <p>Mixed media to create new effects-</p> <p>Using scissors, paintbrushes, glue, clay.</p> <p>Painting fish and under the sea creatures.</p> <p>The Rainbow Fish's scales are 'every shade of blue, green and purple'. Can you try mixing paint to make lots of different shades of these colours?</p>	<p>creative play, portrait of me as a baby.</p> <p>creative play,</p> <p>Making a special and unique fish.</p> <p>creative play – drawing – shape characters.</p> <p>creative play – nativity pictures, Making Christingles, decorations.</p> <p>Christmas art – angels, wise men.</p>	<p>Singing and dancing (Charanga – Go Noodle)</p> <p>use colour/texture to make pictures</p> <p>combining media to create new effects.</p> <p>Uses tools and techniques competently and appropriately.</p> <p>Expressive in art/drama/dance</p> <p>Clay dogs</p> <p>Making bee art.</p> <p>night-time pictures</p> <p>Dog portraits.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role-playing characters in narratives and stories.</p> <p>Magic wands – sticks, wool, and ribbon.</p> <p>Magic paintbrush paintings</p> <p>Monsters – draw the creatures</p> <p>Invent a magic forest</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</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;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Making magic beans</p> <p>Making pigs homes.</p> <p>Design and make a chair for baby bear.</p> <p>Making Trolls</p>	<p>Woodland paintings.</p> <p>Make a bag for an adventure.</p> <p>Making a magic bed!</p> <p>Underwater art.</p> <p>Dinosaur drawings and models.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

