



Reception Overview 2023 – 2024  
Teacher: Miss Hartwell

# Ireby CE Primary School

*'Created to do good': Ephesians 2:10*

CYCLE A	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Themes</b>	<b>People who are special to me and people who help us.</b>	<b>Frozen Planet</b>	<b>Space</b>	<b>Transport through the ages</b>	<b>Africa</b>	<b>Growing and changing</b>
	My family, my school, my environment, our community, people who help us,	Polar animals, weather, winter, ice, snowflakes, polar regions – where are they? Arctic explorers,	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Where is Africa? Continents and oceans. African music, African animals, safari, desert, travel, Masai, African homes, traditions, Food from Africa.	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.
<b>Characteristics of Effective Teaching and Learning</b>	<b>Playing and Exploring- Engagement</b> Finding out and exploring. Playing with what they know. Being willing to 'have a go'.		<b>Active Learning- Motivation</b> Being involved and concentrating. Keeping trying. Enjoying and achieving what they set out to do.		<b>Creating and thinking critically- Thinking</b> Having their own ideas. Making links. Choosing ways to do things.	
<b>Class Character</b>	<b>Have a go Highland Cow</b>	<b>Persevering Penguin</b>	<b>Join in Jellyfish</b>	<b>Concentrating Crocodile</b>	<b>Proud Peacock</b>	<b>Reflecting Rhino</b>
<b>Maths</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<b>Reception aged children</b> <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Compare numbers.</li> </ul>	Taught through Hamilton Trust Maths <b>Understanding number</b> <ul style="list-style-type: none"> <li>Counting and naming numerals</li> </ul>	Taught through Hamilton Trust Maths <b>Number and Sets</b>	Taught through Hamilton Trust Maths <b>Understanding number</b> <ul style="list-style-type: none"> <li>Counting and estimating</li> </ul>	Taught through Hamilton Trust Maths <b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Count on to add.</li> </ul>	Taught through Hamilton Trust Maths <b>Understanding number</b>	Taught through Hamilton Trust Maths <b>Clever Counting</b> <ul style="list-style-type: none"> <li>Counting on; 1 more/less</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul> <p><b>Number ELG .</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number. <b>NUM-ELG</b></li> <li>• Subitise (recognise quantities without counting) up to 5. <b>NUM-ELG</b></li> <li>• 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 <b>NUM-ELG</b></li> </ul> <p><b>Numerical Patterns ELG .</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system. <b>NP-ELG</b></li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <b>NP-ELG</b></li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <b>NP-ELG</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Ordering numbers; sequencing</li> </ul> <p><b>Shapes and Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Exploring and playing with symmetry</li> <li>▪ Exploring repetitive patterns</li> </ul> <p>How many?</p> <ul style="list-style-type: none"> <li>▪ Count 'How many?' match one-to-one.</li> <li>▪ One more and one less, up to 12.</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>▪ Introducing time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partitioning to create number bonds.</li> <li>▪ Recording number bonds</li> </ul> <p><b>Comparison and Measures</b></p> <ul style="list-style-type: none"> <li>▪ Comparing lengths</li> <li>▪ Comparing measures directly</li> </ul> <p><b>Shapes and patterns</b></p> <ul style="list-style-type: none"> <li>▪ Counting in 2s; odd/even numbers</li> <li>▪ Exploring and playing with 2-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Order and compare numbers.</li> </ul> <p><b>Position and Time</b></p> <ul style="list-style-type: none"> <li>▪ Where is it?</li> <li>▪ Time</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>▪ Partition to create number bonds.</li> <li>▪ Say the number 1 more/less</li> </ul> <p><b>Comparison and Measures</b></p> <ul style="list-style-type: none"> <li>▪ Comparing weights.</li> <li>▪ Measuring weights.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Count back to subtract.</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>▪ Explore and play with 3D shapes.</li> </ul> <p><b>Money and Coins</b></p> <ul style="list-style-type: none"> <li>▪ Coin recognition</li> <li>▪ Money role play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teen numbers: 10 and some more</li> <li>▪ Exploring 100.</li> </ul> <p><b>Comparing and Measuring</b></p> <ul style="list-style-type: none"> <li>▪ Measuring outside</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>▪ Equivalence</li> <li>▪ Bonds to 10.</li> </ul> <p><b>Shapes and sorting.</b></p> <ul style="list-style-type: none"> <li>▪ Talking about shapes.</li> <li>▪ Sorting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clever counting</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>▪ Telling the time</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Doubling and halving</li> <li>▪ Fractions</li> </ul> <p><b>Number Games</b></p>
<p><b>Literacy</b></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. We teach phonics and early reading through Read Write Inc. We also use Talk through Stories and Drawing club to expose children to a broad variety of stories and non fiction texts as well as extending and expanding children's vocabulary.</p>					

<p><b>Phonics is taught following Read Write Inc Phonics.</b></p> <p><b>Word Reading ELG:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing ELG:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>	<p>Making a strong start.</p> <p>Fred games</p> <p>Set 1 sounds</p> <p>m/a/s/d/t/i/n/p/g/o/c/ k/u/b/f/e/l/h/r/j/v/y/w /z/x</p> <p>Oral blending</p> <p>Word Time 1.1 – 1.6</p>	<p>Set 1 special friends</p> <p>Sh/th/ch/qu/nk/ng</p> <p>Word Time: 1.6 –</p> <p>Red ditty photocopies.</p> <p>Set 2 sounds</p> <p>Ay/ee/igh/ow/oo/oo /ar/or/air/ir/ou/oy</p> <p>Red ditty books</p>	<p>Set 2 sounds</p> <p>Ay/ee/igh/ow/oo/oo/a r/or/air/ir/ou/oy</p> <p>Red ditty books</p> <p>Green books</p>	<p>Set 3 sounds</p> <p>Oa/oi/a-e/i-e/o-e/u- e/aw/are/ur/er/ow/ai/o a/ew/ear/ire/ure/tious/t ion/sion/</p> <p>Purple books Pink books</p>	<p>Set 3 sounds</p> <p>Oa/oi/a-e/i-e/o- e/u- e/aw/are/ur/er/ow /ai/oa/ew/ear/ire/ ure/tious/tion/sion /</p> <p>Additional set 3 sounds e/ue/ie/au/e- e/kn/wh/ph/</p> <p>Orange books</p>	<p>Set 3 sounds</p> <p>Oa/oi/a-e/i-e/o- e/u- e/aw/are/ur/er/ow /ai/oa/ew/ear/ire/ ure/tious/tion/sion /</p> <p>Additional set 3 sounds e/ue/ie/au/e- e/kn/wh/ph/</p> <p>Yellow books Blue books</p>
<p><b>Talk Through Stories</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p>Key Teaching Texts</p> <p>Elmer A little bit Brave The Koala who could The Squirrels who Squabbled</p>	<p>Key Teaching Texts</p> <p>Room on the Broom Stick Man One Snowy Night</p>	<p>Key Teaching Texts</p> <p>Aliens Love Underpants The bear and the Piano The Invisible</p>	<p>Key Teaching Texts</p> <p>Gecko’s Echo There’s a snake in my school Slow Samson</p>	<p>Key Teaching Texts</p> <p>Six dinner sid The Giant Jam sandwich Sonya’s Chickens</p>	<p>Key Teaching Texts</p> <p>The rainbow fish Tiddler Farmer Duck</p>
<p><b>Drawing Club</b></p>	<p>The Diddle that Dummed. Little Red Riding Hood. <a href="https://www.youtube.com/watch?v=DpGk7p7QPjk">https://www.youtube.com/watch?v=DpGk7p7QPjk</a></p>	<p>The Night Pirates Hansel and Gretel <a href="https://www.youtube.com/watch?v=mIuYB9YfzSI">https://www.youtube.com/watch?v=mIuYB9YfzSI</a></p>	<p>Lost and Found The three little pigs. <a href="https://youtu.be/nffXvVVKcLs">https://youtu.be/nffXvVVKcLs</a></p>	<p>We’re Going on a bear hunt. The Gingerbread Man. Wacky Races. <a href="https://youtu.be/em2jMFhp9mM">https://youtu.be/em2jMFhp9mM</a></p>	<p>The magic porridge pot. Goldilocks. Mr Benn <a href="https://youtu.be/NN-xmyjbMSU">https://youtu.be/NN-xmyjbMSU</a></p>	<p>Superworm. Jack and the Beanstalk Bagpuss, The old man’s beard. <a href="https://youtu.be/Zbl1_ccJVa8">https://youtu.be/Zbl1_ccJVa8</a></p>
<p><b>Traditional Rhymes</b></p>	<p>I’m a little Teapot. Tommy Thumb Incy Wincy Spider Wind the Bobbin up</p>	<p>Here’s the church. Twinkle, Twinkle Little Star. I hear thunder. The North Wind</p>	<p>Miss Polly had a dolly. Humpty Dumpty. This Little Piggy went to Market. Hickety Pickety.</p>	<p>Pat-a-cake Two Little Dickie Birds Hot cross Buns Baa Baa Black Sheep Little Bo Peep</p>	<p>Round and round the garden. Here is a beehive. 1.2.3.4.5 Once I caught a fish alive.</p>	<p>Pussy cat, Pussy cat. Row, row, row your boat.</p>

	Head, shoulders knees and toes. Hickory Dickory Dock.	Jingle Bells.	Frere Jacques Sleeping Bunnies.	Old MacDonald had a farm.	5 Little Ducks The Mulberry Bush	The Wheels on the bus. Ring a ring a roses Ride a cock horse. Hokey Cokey 5 little monkeys jumping on the bed.
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	Polar explorers. Roald Amundsen, Robert Falcon Scott, Ernest Shackleton, How did people used to travel in polar regions, how do they travel now. What were houses like? How did people live in the Arctic? How do they live there now?	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, airplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	How do people live in Africa? What are the similarities and differences to where we live? How did people live there in the past and how has this changed?  Focus on the Masai tribes of Kenya. How do they live? What are their customs?	Farming in the past; locally relevant information eg. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.
<p><b>People, Culture and Communities (Geography)</b></p> <p><b>People Culture and Communities ELG:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country,</li> </ul>	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people	Look at life in the Arctic. What kind of homes do people live in? What is it like there? How is this similar or different to where we live? Identify where the polar regions are. Look at the wildlife that lives there. Locate the polar regions on a map. Know the names of	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel. Link to occupations  Lunar New Year and the celebrations of other cultures. How are they different? Do we share similarities with others?	Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Locate Africa on a world map and name some of the countries that make up Africa. Name rivers and mountains in Africa. Identify the different landscapes and climates in Africa and know the animals that live there. Name the big 5. Understand	Farming in our local area; what crops are grown where we live? Could you be a farmer? Farmer to visit. Identify fruit and vegetables that can be grown locally, or within our local region. Identify where the fruit and vegetables we eat come from. Including but not

<p>drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>with shared interests e.g. hobbies. People who help us in our community; including teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors</p>	<p>the oceans and continents.</p>			<p>that animals need protection from poachers and why they are hunted and killed. Explain some of the similarities and differences of life here and in Africa. Focus on Masai tribes in Kenya. What is life like?</p>	<p>limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>
<p><b>The Natural World (Science)</b> The Natural World ELG: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. Habitats of different animals.</p>	<p>Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw animals and their babies. Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p>
<p><b>Visits and enhancement opportunities.</b></p>	<p>Exploring the local area. Walks around the village. Exploring seasonal change. Visit to Watchtree to learn about habitats, woodland and pond.</p>	<p>Visit to Basenfell Manor for Christmas Journey (Link to RE).  Visit from Julia Garner about visit to the Arctic.  Planting bulbs for spring.</p>		<p>Transport museum visit.  Traffic survey.</p>	<p>Planting and gardening opportunities.  Visit to South Lakes wildlife park</p>	

	Autumn- Relationships			Spring- Living in the Wider World			Summer- Health and Wellbeing		
<b>Personal, Social and Emotional Development</b> <b>Self-Regulation ELG:</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately when engaged in activity, and show the ability to follow instructions involving several ideas or actions</li> </ul> <b>Managing Self ELG:</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships ELG:</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	Rewards and consequences Families and Friendships	Safe relationships	Respecting ourselves and others	Keeping safe - First Aid  Physical health	Media literacy and digital resilience  Mental wellbeing	Money and work	Belonging to a community	Growing and changing	Keeping safe  Transition to Year One
	The importance of having a family	The importance of friendships	Recognising difference and knowing who to turn to for help	Keeping healthy hygiene, looking after your teeth, sleep and & healthy meals	Knowing what the internet does and starting to understand rules for keeping safe  Recognising different emotions	What is money, what we use money for and how we look after money	What is special about our outside world and know why water is precious	The seasons, life cycles and how we can grow and change	What is safe and unsafe to go into and onto their bodies
<b>Physical Development:</b> <b>Gross Motor Skills ELG:</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> </ul>	Spatial awareness and multi-step instruction games Running, jumping, using tricycles and scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching			

<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills ELG:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.</p>
<p><b>Structured PE sessions</b></p>	<p>Fundamentals of Movement</p>	<p>Gymnastics</p>	<p>Dance Swimming</p>	<p>Ball Skills</p>	<p>Games Racquets, bats and sticks</p>	<p>Athletics and multi skills</p>
<p><b>Famous Artists</b></p> <p>For each artist the children will suggest how the artist has used colour, pattern, shape and texture. Use mixed media to create their own work emulating the artist. Look closely at similarities and differences, patterns etc.</p>	<p>Miro's work</p>	<p>Pissarro's seasons paintings</p>	<p>Jackson Pollock</p>	<p>Lowry's houses and architecture of Hundertwasser</p>	<p>Van Gogh's Sunflowers</p>	<p>Degas' Ballet Dancer</p>
<p><b>Expressive Arts And Design</b></p> <p><b>Using and Creating with materials</b></p> <p>Creating with Materials ELG:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with</li> </ul>	<p>Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits</p>	<p>Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design</p>	<p>Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year</p>	<p>Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to</p>	<p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p>	<p>People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a</p>

<p>colour, design, texture, form and function;</p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>				<p>inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets</p>		<p>suitable piece of sports wear</p>
<p><b>Expressive Arts And Design Music and Drama</b> <b>Being Imaginative and Expressive</b> <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>	<p>Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.</p>	<p>Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf</p>	<p>Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel</p>	<p>Playing with Sounds: Singing Games including call and response</p>	<p>Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice</p>	<p>Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel</p>
<p><b>Computing</b></p>	<p>Barefoot Planning- Awesome Autumn</p>	<p>Barefoot Planning – Winter Warmers</p>	<p>Barefoot Planning- Super Space</p>	<p>Barefoot Planning- Springtime</p>	<p>Barefoot Planning- Summer Fun</p>	<p>Barefoot Planning- Boats Ahoy!</p>
<p><b>RE</b> <b>People Culture and Communities ELG:</b> 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><b>Theme:</b> Special People <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity, Judaism <b>Lessons:</b> Friends, role models, Jesus and Moses.</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is Christmas? <b>Religion:</b> Christianity <b>Lessons:</b> Giving, saying thank you, the Christmas story and the Wise Men.</p>	<p><b>Theme:</b> Celebrations <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Hinduism <b>Lessons:</b> New year, the Chinese New Year, the Persian New Year and Holi.</p>	<p><b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> What is Easter? <b>Religion:</b> Christianity <b>Lessons:</b> Signs of spring, Spring into life and What is Easter?</p>	<p><b>Theme:</b> Stories <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism <b>Lessons:</b> The Boy Who Cried Wolf, The Crocodile and The Priest, Bilal and the Beautiful Butterfly, The Gold Giving Serpent, Best Friends and The Lost Coin.</p>	<p><b>Theme:</b> Special Places <b>Key Question:</b> What makes places special? <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism <b>Lessons:</b> Homes around the world, Our World, Churches, Mosques and Synagogues.</p>