



St Barnabas

Church of England Primary Academy

A member of CDARI

Our Vision: 'Achieving great things through learning and growing together in a love-filled Christian family'

'That they shall have life, life in all its fullness!' John 10:10

Reception Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Marvellous Me	Let's Celebrate	Under the sea	Superheroes	Amazing Animals	Explorers
Big Question	How am I special?	How do people celebrate special times?	Who lives under the sea and who lives on the sandy shore?	Who is a real-life superhero?	How do animals grow and change?	Where can I go and what will I find?
Interests/Lines of Enquiry	Starting school/settling in My new class School routines New beginnings My family Being a good friend	Bonfire Night Remembrance Sunday Diwali Advent Christmas	Who lives in the ocean? Who lives on the shore?	Police Firefighters Dentists The King Mummy	Life cycle of a butterfly Bug Hunt Flower hunt What are insects? Habitats Farm animals and their young	Where in the world shall we go? Send me a postcard Compare holidays in the past to now
Cultural Capital and Enrichment	School grounds tour School environment tour Visiting our school library Visiting St Barnabas Church Muddy Monday Harvest Performance	Pantomime Stay and Play Nativity Muddy Monday Visiting St Barnabas Church Diwali Day	Life Education Visit Muddy Monday Chinese New Year	East Lancs Hop, Skip and Jump event Life Education Bus Muddy Monday Visiting St Barnabas Church World Book Day Mothers Day Visits from real life superheroes Pancake Day	Imagine that educational visit Muddy Monday Visiting St Barnabas Church Farmer visit Looking after chicks Looking after caterpillars	Visiting St Barnabas Church Muddy Monday Fathers Day Sports Day
Communication and Language	<p><i>We will be learning to...</i></p> <p>Understand how to listen carefully and why listening is important</p> <p>Make comments about what we have heard</p> <p>Learn new vocabulary</p> <p>Greet our friends and adults using social phrases e.g. "hello"</p> <p>Begin to retell and roleplay stories by joining in with repeated refrains</p> <p>To follow one step instructions</p> <p>Use talk in pretending that objects stand for something else e.g. "this box is my castle"</p>	<p><i>We will be learning to...</i></p> <p>Hold a conversation in back-and-forth exchanges with the teacher</p> <p>Use talk to organise thinking and make comments about how things work</p> <p>Begin to articulate their ideas and thoughts using full sentences</p> <p>Develop social phrases around routines of the day, greetings and friendship e.g. please can I play with you?</p> <p>Begin to retell and roleplay a simple story using some of our own words.</p> <p>Listen attentively and respond to what they have heard</p>	<p><i>We will be learning to...</i></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 begin to ask questions to clarify their understanding</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary</p> <p>Beginning to use connectives (and, because).</p> <p>Retell stories in roleplay.</p>	<p><i>We will be learning to...</i></p> <p>Engage in non-fiction books about people who help us, learning and using new vocabulary from them</p> <p>Begin to understand humour</p> <p>Describe some vents in some detail</p> <p>Use talk to help work out problems, organise thinking and activities explain how things work/why things happen (e.g. I am going to do a challenge everyday so I have got through them all by the end of the week)</p> <p>Develop and use social phrases with confidence (e.g. let's play this together</p>	<p><i>We will be learning to...</i></p> <p>Use new vocabulary in different activities and areas of learning</p> <p>Engage in non-fiction books about animals, learning and using new vocabulary from them</p> <p>Continue to hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check that they understand what has been said to them</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and</p>	<p><i>We will be learning to...</i></p> <p>Engage in stories, learning and using new vocabulary from them</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>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</p>

	Answer simple why questions	Learn new vocabulary		Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences consistently using full sentences, including use of past and present tense with modelling and support from their teacher.	future tenses and making use of simple conjunctions, with modelling and support from their teacher. Retell stories using their own words	might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of simple conjunctions, with modelling and support from their teacher.
Personal, Social, Emotional Development	<p><i>We will be learning to...</i></p> <p>Recognise that we are an important member of our class</p> <p>Be a good friend to others and know what that means and involves</p> <p>Manage our needs e.g putting our coat on and getting dressed and undressed</p> <p>Develop confidence to try new activities and show independence</p> <p>Identify and name emotions</p> <p>Become independent when managing our own personal hygiene including going to the toilet and washing our hands</p> <p>Follow our school rules and routines</p> <p>Select and use resources and activities with support</p> <p>Play in a group and begin to initiate play with others</p> <p>How to keep safe at home time</p> <p>Take turns with an adult and a friend</p> <p>Know the important of why we keep our private parts private</p>	<p><i>We will be learning to...</i></p> <p>Recognise that we are an important person in our class and school.</p> <p>Be a good friend to others and know what that means and involves</p> <p>Begin to identify and moderate our own feelings socially and emotionally e.g. focus on being calm, being patient, waiting for a turn, sharing, tidying up after ourselves</p> <p>Work and play cooperatively with others</p> <p>Attend to what the teacher says and begin to respond appropriately by following instructions</p> <p>Develop confidence to try new activities and show independence</p> <p>Follow our classroom rules</p> <p>Wash our hands effectively</p> <p>Be a good friend to others and care for one other, thinking of our friends feelings</p> <p>Dress and undress independently</p> <p>Explore how we are the same and different through our families and home</p>	<p><i>We will be learning to...</i></p> <p>Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment</p> <p>Form positive relationships with adults and friendships with peers</p> <p>Manage own self-care needs</p> <p>Zip and unzip our coats</p> <p>Show an understanding of their own feelings, and begin to regulate their behaviour.</p> <p>Show sensitivity to their own needs</p> <p>Explain the reasons for rules, knowing right from wrong.</p> <p>Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.</p> <p>Know how to keep ourselves safe</p>	<p><i>We will be learning to...</i></p> <p>Begin to talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth</p> <p>Know how to look after people and help them</p> <p>Care for our world</p> <p>Wait for what we want</p> <p>Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence and resilience.</p> <p>Work and play cooperatively and take turns with others.</p>	<p><i>We will be learning to...</i></p> <p>Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth</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>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</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 ideas or actions</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Fasten and unfasten buttons.</p> <p>Can talk about the good practices they can do to stay healthy.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p><i>We will be learning to...</i></p> <p>Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaging in an activity, and show an ability to follow instructions involving several ideas or actions</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>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>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>Work and play cooperatively and take turns with others.</p>

					Show sensitivity to their own and to others' needs	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Physical Development	<p><i>We will be learning to...</i></p> <p>Stand still, wait and walk in a line during different activities throughout the school day</p> <p>Sit at a table or on the floor to complete an activity</p> <p>Use cutlery correctly when eating</p> <p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Show a preference for a dominant hand.</p> <p>Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes.</p> <p>Create simple representations of events, people and objects -Draw a face</p>	<p><i>We will be learning to...</i></p> <p>Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school areas, trim trail and playgrounds</p> <p>Develop our ability to control a ball without using our hands</p> <p>Remember sequences of patterns and movements which are related to music</p> <p>Develop confidence in use of tools to consolidate actions such as twist, pinch, grip, grab and squeeze</p> <p>Use a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters.</p> <p>Use simple tools to make changes to materials e.g. paintbrush, crayons, glue spreaders and scissors</p> <p>Sit properly at a table when completing a task using a pencil</p>	<p><i>We will be learning to...</i></p> <p>Continue to refine the fundamental movement skills they have already acquired</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently (pencils for writing and drawing, paintbrushes, scissors, knives, forks and spoons)</p> <p>Jump off an object and land appropriately</p> <p>Use a pencil in the modified tripod grip, effectively to form recognisable letters of the alphabet.</p>	<p><i>We will be learning to...</i></p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Create simple representations of events, people and objects – A person with at least 8 features – body, head, arms, legs, eyes, mouth, nose, hair.</p> <p>Begin to use a pencil with the tripod grip to form recognisable letters of the alphabet.</p> <p>Continue to develop small motor skills so they can use a range of tools competently, safely and confidently (pencils for writing and drawing, paintbrushes, scissors, knives, forks and spoons)</p>	<p><i>We will be learning to...</i></p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Use a pencil and hold it effectively in the tripod grip in almost all cases, to form recognisable letters, most of which are correctly formed.</p> <p>Use simple tools to effect changes to materials</p> <p>Create simple representations of events, people and objects -An animal with its key features e.g. fin, scales, tail etc</p>	<p><i>We will be learning to...</i></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>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>Form recognisable letters, most of which are correctly formed.</p>
Literacy	<p><i>We will be learning to...</i></p> <p>Consolidate phase 1 and begin Phase 2 Phonics.</p> <p>Independently look at a book, hold it the correct way and turn pages,</p> <p>Listen with interest and recall when being read to during small groups</p> <p>Recognise our own name and other familiar signs such as logos.</p>	<p><i>We will be learning to...</i></p> <p>Continue Phase 2 Phonics</p> <p>Engage and enjoy an increasing range of books</p> <p>Begin to read words, captions and sentences</p> <p>Write some letters accurately.</p> <p>Continue a rhyming string</p>	<p><i>We will be learning to...</i></p> <p>Continue Phase 2 phonics and begin Phase 3 Phonics</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Continue to read words, captions and sentences</p>	<p><i>We will be learning to...</i></p> <p>Continue Phase 3 Phonics and read words</p> <p>Continue to read words, captions and sentences</p> <p>Write labels and captions.</p> <p>Write independently during play.</p> <p>Read phase 3 tricky words by sight.</p>	<p><i>We will be learning to...</i></p> <p>Continue and consolidate Phase 3 Phonics</p> <p>Continue to read words, captions and sentences</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction,</p>	<p><i>We will be learning to...</i></p> <p>Begin Phase 4 Phonics</p> <p>Continue to read words, captions and sentences</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>Group words with the same initial sounds</p> <p>Recognise rhyming words.</p> <p>Count or clap syllables in a word</p> <p>Show a preference for a dominant hand.</p> <p>Able to copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately.</p> <p>Give meanings to the marks they make.</p> <p>Write some or all of their name.</p> <p>Begin to form letters accurately</p>	<p>Write own name</p> <p>Use some clearly identifiable letters to communicate meaning</p> <p>Write initial sounds of words</p>	<p>Write CVC words</p> <p>Begin to form recognisable letters of the alphabet.</p>	<p>Begin to form recognisable letters of the alphabet.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play</p>	<p>rhymes and poems and during role-play</p> <p>Use phonic knowledge to write words in a way that matches spoken sounds.</p> <p>Write simple sentences which can be re-read themselves.</p> <p>Write some common irregular words.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</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>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>Mathematics</p>	<p><i>We will be learning to...</i></p> <p>Look at how to use the Maths area in provision</p> <p>Understand key times of the day, class routines</p> <p>Explore continuous provision and learn where things belong using positional language</p> <p>Count accurately to 5.</p> <p>Show the correct number of objects to match a given number up to 5.</p> <p>Counting 1:1 correspondence up to 5.</p> <p>Beginning to subitise to 3.</p> <p>Know that numbers identify how many objects are in a set.</p> <p>Compare two groups using language 'more' and 'fewer'.</p> <p>Compare objects by size/shape.</p>	<p><i>We will be learning to...</i></p> <p>Select the correct numeral to represent 1 to 5 objects.</p> <p>Records using marks or physical apparatus based on taught models.</p> <p>Counts objects to 5.</p> <p>Count 5 objects from a larger group.</p> <p>Show the different ways of making numbers to 5 (Composition of each number).</p> <p>Confidently subitise to 3.</p> <p>Compare quantities of two groups with identical objects</p> <p>Count to 10 confidently.</p> <p>Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5.</p> <p>Say the number that is one more and one less than a number to 5.</p>	<p><i>We will be learning to...</i></p> <p>Recognises numerals 1 to 10.</p> <p>Select the correct numeral to represent 1 to 10 objects.</p> <p>Records using marks or physical apparatus based on a taught model.</p> <p>Counts objects to 10.</p> <p>Compare quantities of two groups with identical objects.</p> <p>Combine two groups to find the whole number</p> <p>Count to 20 confidently. Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10.</p> <p>Say the number that is one more and one less than a number to 10.</p> <p>Compare objects saying when they are heavy/light, full/empty, big/small.</p>	<p><i>We will be learning to...</i></p> <p>Select the correct numeral to represent 1 to 10 objects.</p> <p>Show the different ways of making numbers to 10 (Composition of each number).</p> <p>Counts 10 objects from a larger group.</p> <p>Identify which numbers to 10 are odd and which are even.</p> <p>Complete a complex pattern.</p> <p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Become more familiar with the counting pattern beyond 20.</p> <p>Compare numbers, reasoning about which is more</p> <p>Name 2D shapes.</p>	<p><i>We will be learning to...</i></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 10</p> <p>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>Count beyond 20 confidently. Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10.</p> <p>Identify which numbers to 10 are odd and which are even.</p> <p>Solves problems including doubling, halving and sharing with numbers to 10.</p> <p>Create a complex pattern.</p>	<p><i>We will be learning to...</i></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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 even and odd numbers, double facts and how quantities can be distributed equally.</p> <p>Recall number bonds to 5 and some number bonds to 10</p>

	<p>Use and understand positional language 'in front, behind, on, under and in'.</p> <p>Compare and order based on size e.g. large/small; big/little; short/tall</p> <p>Extend and create an ABAB pattern.</p>	<p>Copy a complex pattern.</p> <p>Name 2D shapes such as triangles, squares and rectangles</p> <p>Use and understand positional language 'in front, behind, on, under and in'.</p> <p>Understand and know our daily routine</p>	<p>Subitise to 6</p> <p>Find number bonds to 5</p> <p>Continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>Order numbers, linking cardinal and ordinal representations of number.</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Name the days of the week</p>		<p>Continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Name 3D shapes.</p>	
RE	<p><i>We will be learning to...</i></p> <p>Name and understand our Christian values</p> <p><u>Questful RE</u></p> <p>Who is special?</p>	<p><i>We will be learning to...</i></p> <p>Continue to explore our Christian values</p> <p><u>Questful RE</u></p> <p>Harvest</p> <p>How do Christians celebrate Jesus' birthday?</p> <p>Diwali</p>	<p><i>We will be learning to...</i></p> <p>Continue to explore our Christian values</p> <p><u>Questful RE</u></p> <p>Stories Jesus heard</p> <p>Stories Jesus told</p>	<p><i>We will be learning to...</i></p> <p>Continue to explore our Christian values</p> <p><u>Questful RE</u></p> <p>Listen to stories that Jesus told</p> <p>Easter</p>	<p><i>We will be learning to...</i></p> <p>Continue to explore our Christian values</p> <p><u>Questful RE</u></p> <p>Stories Jesus Heard</p> <p>Special Places</p>	<p><i>We will be learning to...</i></p> <p>Continue to explore our Christian values</p> <p><u>Questful RE</u></p> <p>Prayer</p>
Understanding of the World	<p><u>Our History Questions:</u></p> <p>Who is in our family?</p> <p>Why is our family important to us?</p> <p><u>Our Geography Questions:</u></p> <p>Where do I live?</p> <p>Where do I go to school?</p> <p><u>Our Science Questions:</u></p> <p>What are my senses?</p> <p>Can I name my body parts?</p>	<p><u>Our History Questions:</u></p> <p>How have birthdays changed us?</p> <p>What was Christmas like a long time ago?</p> <p>What happened to Guy Fawkes?</p> <p>What is Remembrance Day?</p> <p><u>Our Geography Questions:</u></p> <p>How do other people celebrate Christmas?</p> <p><u>Our Science Questions:</u></p> <p>How can we keep safe?</p> <p>How do we change as we grow?</p>	<p><u>Our History Questions:</u></p> <p>Why are years named after animals in the story of Chinese New Year?</p> <p><u>Our Geography Questions:</u></p> <p>Can I name sea animals and their habitats?</p> <p><u>Our Science Questions:</u></p> <p>Why are boats used to travel on water?</p> <p>What is safe to go into our body?</p>	<p><u>Our History Questions:</u></p> <p>Who is King Charles?</p> <p><u>Our Geography Questions:</u></p> <p>What jobs do people have in my community that help us?</p> <p><u>Our Science Questions:</u></p> <p>What are healthy and unhealthy foods?</p> <p>Can I name and describe different materials and how they change?</p>	<p><u>Our History Questions:</u></p> <p>What was the world like when the dinosaurs were alive?</p> <p><u>Our Geography Questions:</u></p> <p>Where do animals live?</p> <p>Where do birds travel to?</p> <p><u>Our Science Questions:</u></p> <p>How do animals grow and change?</p> <p>How do we grow and change?</p>	<p><u>Our History Questions:</u></p> <p>What were holidays like for my Grandma and Grandad?</p> <p><u>Our Geography Questions:</u></p> <p>Can I make a map of my outdoor learning environment?</p> <p>Where do you go on holiday?</p> <p>What is Africa like compared to England?</p> <p><u>Our Science Questions:</u></p> <p>Can I name the planets?</p> <p>What is the difference between the 4 seasons?</p>

	<p>Throughout the year we will...</p> <p>Explore the natural world around us and talk about what we see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around us</p>					
<p>Expressive Arts and Design</p>	<p>We will be learning to...</p> <p>Music Learn and perform nursery rhymes</p> <p>Art Hold a paintbrush correctly Draw a self portrait</p> <p>D.I Experiment with colours and resources</p>	<p>We will be learning to...</p> <p>Music Develop our confidence to perform</p> <p>Remember sequences of patterns and movements which are related to music and rhythm (Nativity performance)</p> <p>Art Name primary colours and use them for a purpose</p> <p>Draw a face accurately with details</p> <p>D.I Use glue and masking tape to combine materials</p> <p>Say what they intend to create</p> <p>Replicate an existing model</p>	<p>We will be learning to...</p> <p>Music Perform rhymes in time to music</p> <p>Art Manipulate tissue paper to collage</p> <p>Create a piece of artwork using pointillism</p> <p>D.I Join materials together using making tape</p> <p>Fold and cut paper</p>	<p>We will be learning to...</p> <p>Music Perform songs, rhymes, poems and stories</p> <p>Art Name secondary colours and explore colour mixing</p> <p>Create a simple representation with detail e.g.people, animal or an object</p> <p>D.I Join materials using masking tape</p> <p>Plan a model</p> <p>Adapt an existing model using junk</p> <p>Choose appropriate materials for a purpose</p>	<p>We will be learning to...</p> <p>Music Perform rhymes in time to music</p> <p>Listen to music and discuss how it makes us feel</p> <p>Art Experiment with light and shade</p> <p>Draw with distinctive features</p> <p>D.I Select the most appropriate joining technique for the purpose of their model.</p> <p>Make a plan with an intended outcome.</p>	<p>We will be learning to...</p> <p>Music Perform songs and move in time to music</p> <p>Sing a range of well-known nursery rhymes</p> <p>Art Explore paint and painting techniques</p> <p>D.I Explain their creation.</p> <p>Adapt and improve what they have done.</p> <p>Select props and materials of their choosing to enhance role play.</p> <p>Share their creations, explaining the process they have used.</p>