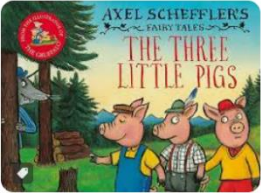
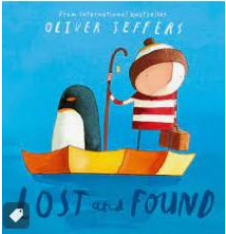
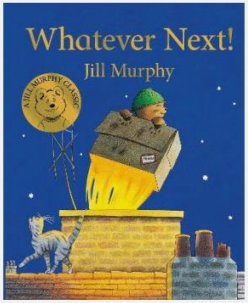
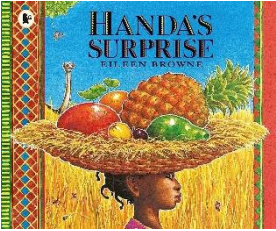
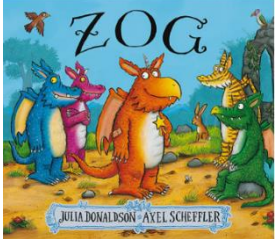


	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception 2024-2025	All about Me My family, my school, my environment, the people around me, people who help us.	Transport: Past and Present Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Space Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Growing and Changing Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Kings and Queens Our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Stories from the Past Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Communication and Language Including daily phonics sessions, whole class and small group story sessions.	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as ‘under, on top’ e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson’s Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say ‘I wonder why...’ Share opinions, explaining preferences e.g. My favourite planet is... because...	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand ‘how’ and ‘why’ questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using ‘and’, ‘because’. E.g. this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they’ve shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.

Literacy (In addition to an approved systematic synthetic phonics scheme RWI)	Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with an approved SSP scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with handwriting policy.	Fiction & Non-fiction books about transport Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories Initial sounds and simple CCVC words and more in line with an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Recognise common exception words within a SSP scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings	Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.
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Literacy suggested texts YR core	Three Little Pigs Axel Scheffler 	Lost and Found Oliver Jeffers 	Whatever next! Jill Murphy 	Handa's Surprise Eileen Browne 	Zog Julia Donaldson 	Jack and the Beanstalk Carly Gledhill 
Literacy suggested texts Drawing Club	Three Little Pigs	Lost and Found	Whatever Next	Handa's Surprise	Zog	Jack and the Beanstalk
	The Colour Monster	The Three Billy Goats	Goldilocks and the Three Bears	The Enormous Turnip	Little Red Riding Hood	George and the Dragon
	Dear Zoo	Mr Gumpy's Motor Car	Aliens Love Underpants	Teeny Weeny Tadpole	The King's Pants	The Lion and the Mouse
	The Night Pirates	We're Going on a Bear Hunt	How to Catch a Star	The Magic Porridge Pot	Colourful Coronation	The Princess and the Pea
	Little Red Hen	The Train Ride	The Way Back Home	Framer Duck	What the Ladybird Heard	The Gingerbread Man
	Owl Babies	Naughty Bus	Mr Wolf's Pancakes	The Hungry Caterpillar	The Queen's Hat	King Midas
Literacy suggested texts Traditional rhymes and poetry	Baa, baa, black sheep Incey Wincey Spider Hey diddle diddle Little Bo Peep Head, Shoulders, Knees & Toes	Jack & Jill Hickory Dickory Dock Row Row Row Your Boat Wheels On The Bus Twinkle, twinkle	It's raining, it's pouring Star light, star bright Old Mother Hubbard Rain, rain, go away Humpty dumpty	Little Miss Muffet I'm a little teapot Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a Farm	The Grand Old Duke of York London's Burning Old King Cole Sing a song of sixpence London Bridge is falling down	Jack be nimble Monday's child See saw, Margery Daw One, two, buckle my shoe

UTW Texts	Referenced in UtW Plan: Dan and Diesel Hari's Box Love Makes a Family Here We Are Tree The Squirrels who Squabbled Seasons	Referenced in UtW Plan: Naughty Bus Duck in the Truck Mrs Armitage on Wheels The Wheels on the Tuk Tuk Guido's Gondola Nonfiction books about transport around the world. Mr Gumpy's Motor Car The Cat, The Mouse and the Runaway Train Shackleton's Journey	Referenced in UtW Plan: Caroline's Comets Look Up Astro Girl How the Stars came to be The Hunting of the Great Bear	Referenced in UtW Plan: The Tiny Seed Baby Botanist Jack and the Beanstalk The Enormous Turnip Baba Yaga (Traditional) Oliver's Fruit Salad Oliver's Vegetables	Referenced in UtW Plan: Non-fiction texts- Kings and Queens Zog and the Flying Doctors The Queen's Hat Usborne- Peep inside a castle	Referenced in UtW Plan: Usborne- St George and the Dragon Usborne Stories of Dragons Usborne – Greek Myths for Young Children Aesop's Fables Anansi the Spider The Pot of Wisdom
Other books will be read throughout the year according to the interests of the children and will include traditional tales, fairy tales, classic stories and stories from modern authors reflecting the world in which we live. They may include:						
Pumpkin Soup Helen Cooper On the Way Home Jill Murphy Martha Maps it Out Leigh Hodgkinson Henry's Map David Elliot Clean Up Nathan Bryon Supertato Sue Hendra Elmer David McKee The Gruffalo Julia Donaldson A Squash and a Squeeze Julia Donaldson Shark in the Park Nick Sharratt			Jaspar's Beanstalk The Gingerbread Man We're Going to Find a Monster Malorie Blackman Suddenly! Colin McNaughton Peace at Last Jill Murphy How Many Legs Kes Gray Ruby's Worries Tom Percival The Rainbow Fish The Tiger Who Came to Tea		Mae Jamison by Mary Nhin A World Full of a Nature Stories: 50 Folktales and Legends A Bedtime Full of Stories: 50 Folktales and Legends from Around the World by Angela McAllister So Much by Trish Cooke Ruby's Worries Gorilla Anthony Browne Cat in the Hat Dr Seuss	

Mathematics White Rose NCTIM	Match Sort and Compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Talk About Measures and Patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	It's me 1,2,3 Find 1,2,3 Subitise 1,2,3 Represent 1,2,3 1 more 1 less Composition of 1,2,3 Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1,2,3,4,5 Find 4,5 Subitise 4,5 Represent 4,5 1 more 1 less Composition of 4,5 Composition of 1-5 Shapes With 4 Sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Alive in 5! Introduce zero Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity Growing 6,7,8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Length Height and Time Explore length Compare length Explore height Compare height Talk about time Order and sequence time	Building 9 &10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3D shape Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns	To 20 and beyond Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How Many Now? Add more How many did I add? Take away How many did I take away? Manipulate, Compose and Decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	Sharing and Grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Visualise, Build and Map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Make Connections Deepen understanding Patterns and relationships

Understanding the World- Detailed plan available	Past and Present (History)					
	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?	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, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	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	Farming in the past; locally relevant information e.g. 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.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey. Coronation of King Charles III	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
	People, Culture and Communities (Geography)					
	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 with shared interests. People who help us in our community.	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.	Astronauts and Astronomers; including Mae Jamison, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; King Charles III, Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.

Understanding the World- Detailed plan available	The Natural World (Science)					
	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.	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?	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.	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 the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten 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.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the King; what could we grow? What would we include? Sketch some ideas and write about the design.	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?
ICT	Computing Systems and Networks Technology around us Exploring what technology is and how to use it safely (Digital Citizenship lessons throughout the year)	Creating Media Digital painting Painting and drawing using a range of materials and developing fine motor skills.	Programming A Moving a robot Positional language, directing a partner and use of Beebots during free play.	Data Information Grouping data Grouping objects, class votes and creating simple bar charts as a class.	Creating Media Digital writing Learning how to spell first and last names. Using paper keyboards to begin to recognise keys. Identifying capital letters.	Programming B Programming animations Use the programming app Daisy Dinosaur to begin to explore the concept of programming.
Digital Citizenship	Privacy and security Buddy the Dog	Cyberbullying, digital drama and hate speech Digiduck's big decision	Media balance and well being Online and Offline	Relationships and communication Digiduck's famous friend	Digital Footprint and identity Jesse and Friends Episode 1 Watching Videos	News and media literacy Detective Digiduck

Personal, Social and Emotional Development	Talk about likes and dislikes and how they are different from or similar to other children. Set a simple goal and work towards it. Wait for what they want Give focussed attention to the teacher and other adults in school. Talk about rules and why we have them in the classroom. Follow simple rules. Identify appropriate and inappropriate behaviour in school.	Be able to recognise some of the traits of a good friend, and begin to demonstrate these in my own behaviour and relationships. Be able to explain some ways to make friends, and understand that some people may find this trickier than others. Be able to set boundaries about things I do and do not like in a polite way. Be able to use some simple problem solving techniques when falling out with a friend.	Be able to name some of the people who keep them safe in school. Be able to describe things that they like about the environment, and suggest ways to take care of it. Be able to talk about or demonstrate how they and their family look after a home or outdoor space. Be able to identify and describe features of their local neighbourhood. Be able to identify people who work in the neighbourhood, and how they help others in their job. Be able to observe the natural environment and suggest how they can look after it. Be able to say what a plant and an animal need to survive. Be able to say what people use money for, and how they may spend it.	Use a range of words to describe their own appearance and talk positively about some of their body's capabilities. Describe ways their body has changed since they were a baby. Use sex specific scientific vocabulary to name body parts. Wash their hands at school and explain when they might need help to take care of themselves. Talk about ways people in families look after each other. Describe a feeling they associate with growing up.	Make simple suggestions about how to keep themselves safer in a range of familiar situations Understand simple safety rules at home, at school and when out and about Be able to say 'No!' if they feel unsafe or unsure about something Be able to tell people who care for them if they feel worried or upset Name some trusted adults who can help to keep them safe Understand some reasons why people use medicines Be able to give some safety rules relating to medicines.	Explain how their body needs sleep, food and exercise to be healthy Talk about some foods they like and dislike. Know that different people like different foods. Recognise the Eat well Guide and be able to sort some foods into it. Know that different foods help my body in different ways. Suggest foods and drink which could be added to a lunchbox to create a healthy meal. Give some examples of physical activity that they enjoy. Explain why exercise is good for their bodies. Describe their bedtime routine. Explain why sleep is important for them. Be able to suggest healthy choices and identify one way they can be healthier.
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Physical Development		Discrete PE lessons timetabled (Get Set for PE) in addition to free flow use of outdoor area				
	Introduction to PE Unit 2	Dance Unit 2	Gymnastics Unit 2	Ball Skills Unit 2	Games Unit 2	Fundamentals Unit 2
Gross Motor	Spatial awareness and multi-step instruction games Running, jumping, using tricycles outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	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
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper and card, tracing, using templates, playdough. Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, Scissors. Drawing maps, transport, junk modelling vehicles.	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive Arts and Design						
Creating with Materials	Artists: Klee and Pissarro Exploring colour. Painting with primary colours. Mixing secondary colours. Exploring which colours show us different seasons. Children to study Pissarro's season paintings. Look in detail at the colours on the paintings – what colours can	Artist: Turner, Leonardo Da Vinci Children to study some of Turner's seascapes with boats on. Children to use collage to create their own seascape. <u>'Three Seascapes', Joseph Mallord William Turner, c.1827 Tate</u>	Artists: Jackson Pollock, Vincent Van Gogh As children will be studying Starry night by Van Gogh in year 1 children can begin by looking at Starry night over Rhone. Children can recreate their own version using long brush strokes.	Artist: Van Gogh Studying how Van Gogh used different marks to draw still life. Children to draw pictures of still life objects. For still life paintings by Van Gogh: <u>Vincent Van Gogh / Still Life Art Prints - Global Gallery</u> Looking Van Gogh's sunflowers and do a detailed	Artist: Henry Moore Look at Henry Moore sculpture kings and Queens. Build a model from plasticine/ playdough in the style of Henry Moore sculpture. For information and picture of Henry Moore sculpture see: <u>'King and Queen', Henry</u>	A study of Greek mythology artwork (appropriate images as some contain nudes). Link to Greek mythological stories being read what part of the story is it showing? <u>Cossiers Prometheus Carrying Fire - Greek Mythology in Art</u>

	they see for each season – make a list. Children to create their own paintings of seasons using the colour and the seasons. For Pissarro's season paintings: Camille Pissarro The Four Seasons Painting Reproduction camille-pissarro.org Children to study pictures by Klee Exploring line. Taking a line for a walk can they create a picture of their family like Klee's family outing picture. Paul Klee 'Family Walk' 1930 Pen and watercolor on paper mounted on card 15.6 x 22.6" Paul klee, Paul, Pen and watercolor (pinterest.co.uk)	Children to study pictures of old trains and new trains and compare the difference between them. Look in detail at drawings of the rocket: Rocket, Railtrack and a history of design - National Railway Museum blog Look at Leonardo's drawing of a helicopter and a helicopter now and compare the difference between them. Can the children invent their own vehicle? Leonardo's aerial screw - Wikipedia Design: make a car using junk modelling	Vincent van Gogh: The Paintings (Starry Night Over the Rhone) (vggallery.com) Children to study Jackson Pollock drip paintings. Children to create a class version of a drip painting - space.	study of this. Children to use different media to paint a picture of some sunflowers. Information on Van Gogh: Who is Vincent van Gogh? Tate Kids Design: making a fruit salad	Moore OM, CH, 1952–3, cast 1957 Tate Look at portraits of Kings and Queens past and present. Look in detail at what the Kings and Queens clothing, what they are holding and discuss the meaning of these items. Children can then draw their own portrait of themselves and add items that represent them. For pictures of Kings and Queens portraits see: Kings and Queens tour - Portraits - National Portrait Gallery (npg.org.uk)	Design: Making puppets. Use junk modelling to create dragons related to the George and the Dragon story. Creating shields from cardboard.
Being imaginative and expressive	Bring the Noise Theme Objective and Musical Focus: Body percussion, Dynamics, Understanding silence, Careful listening. Listen carefully; Distinguish sounds; Compare Sounds; Evaluate sounds; Understand silence. Listen attentively; Invent body percussion sounds; Compare and evaluate. Listen attentively; Sounds in the environment.	Gathered Round the Christmas Tree Objective and Musical Focus: Learning to listen attentively; Developing teamwork. Feeling the pulse through whole body movement. Introducing rhythm. Introducing pitch and melody. Singing; Experience of genre; Critical engagement;	Golden Objective and Musical Focus Listening carefully to lyrics; responding with rhythm and gesture. Styles and emotion; Vocal control; Making relationships. Listening carefully; Moving with the pulse; Turn-taking. Developing individual responses; Maintaining consistent pulse. Put Your Hands in the Air!	Happy Objective and Musical Focus: Moving to the pulse independently and as part of a group; Recognising and responding to the structure of the song; Exploring tonality, tempo and dynamics. I am a Robot Objective and Musical Focus: Listen and respond; Moving in time; Creativity and imagination	Summertime Objective and Musical Focus Listening carefully; Pulse; Pitch; Playing as an ensemble. Listening carefully; Pitch. When the Cold Wind Blows Objective and Musical Focus Listening carefully to lyrics; recognising and responding appropriately to different instrumental sounds.	YolanDa's Band Jam – Bass Face Objective and Musical Focus Pitch. YolanDa's Band Jam: Funky Elephant Walk Objective and Musical Focus Rhythm; Pulse.

	Listen carefully; Identifying instruments. Rhythm, using instruments to create sounds and moving to music. Dream On Objective and Musical Focus: Careful listening, Duration, Timbre Focused listening skills; Understanding lengths and qualities of sounds; Identifying the origins of sounds; Representing sound visually through images	Improvisation of movement. Nativity Play	Objective and Musical Focus Listen and respond to music; Feel and move in rhythm. Listening and responding; Rhyme and rhythm. Call and response; Rhythm and pulse; Active listening.	Creativity and imagination; Rhythm and movement. Music Time Objective and Musical Focus Listening carefully and responding with appropriate, individual actions.	Listening carefully and responding appropriately through coordinated physical movements. Exploring sounds; Improvisation; Playing together; Tempo; Dynamics; Long and short sounds.	
Festivals and Celebrations	Harvest Festival Diwali	Guy Fawkes Remembrance Sunday St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter	St George's Day	Father's Day Eid ul Fitr Summer Solstice
RE	Ourselves, Our Families, Our Communities Where do we belong? (Focus on religions/worldviews of pupils/local community)	Incarnation "Why do Christians perform Nativity Plays at Christmas?" UC	Special Books & Stories What can we learn from stories from different religions?	Salvation "Why do Christians put a cross in an Easter garden?" UC	God "Why is the word 'God' so important to Christians?" UC	Celebrations and Special Times What happens at a wedding or when a baby is born? (Include at least one religion other than Christianity)
Potential Trips/visitors	Local area walk Little City		Mobile planetarium		Sandringham or Gressenhall Rural Life Museum and Farm	
Special events	Harvest	Children in Need Remembrance Day Black history month Christmas Performance	World Book Week	Easter	National Science week	Sports Day Transition to Year 1