

Pathfinder School Tawny Owls – Pre-School - Curriculum Coverage 2023-2024

Personal, Social and Emotional Development-Development Matters

Self-Regulation	Managing Self	Building Relationships
Develop appropriate ways of being assertive.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Develop their sense of responsibility and membership of a community.
Talk with others to solve conflicts.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Play with one or more other children, extending and elaborating play ideas.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Show more confidence in new social situations.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	Increasingly follow rules, understanding why they are important.	Understand gradually how others might be feeling.
	Remember rules without needing an adult to remind them.	
	Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.	
	Make healthy choices about food, drink, activity and toothbrushing.	

Personal, Social and Emotional Development-PKC

All about Me	Journeys	Dinosaurs	Growing and Changing	Animals & their Babies	Heroes and Adventurers
Personal, Social and Emotional Development					
Examples of values; change as appropriate. Include circle time and assemblies/school events where appropriate-edit values as necessary					
Friendship: How to be a friend, why we come to nursery, being kind and sharing, telling an adult when there is a problem. Explaining my feelings and those of others. Explain the classroom and school rules. Form friendships within my class.	Success: Always trying my best, winning and losing, learning and making progress, practising. Explaining how I feel when I win or lose. Explaining how others feel when they win or lose. Work cooperatively and take turns.	Perseverance: Being determined, not giving up, not letting go, strength, trying when something is hard. Working towards goals and working with others to achieve a goal. Try new things and be confident to 'have a go'.	Wisdom: Why knowing things can help us to learn more, how remembering things helps us to learn. Making good choices, what do wise people do? Controlling impulses and learning to adjust behaviour for different situations e.g, the playground and the classroom.	Laughter: Enjoying nursery, making people laugh, making people smile, cheering ourselves and other people up, feeling happy. Thinking about what makes us laugh, how to tell jokes. Play together with one another, cooperating and sharing.	Kindness: Caring for our nursery, our local environment and the world. Being kind to our friends and adults. Caring for living things; plants and animals. What to do if we have a worry. How to be sensitive to the needs of others, know when to help others.

Physical Development-Development Matters

Gross Motor Skills	Fine Motor Skills
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Use one-handed tools and equipment, for example, making snips in paper with scissors.
Go up steps and stairs, or climb up apparatus, using alternate feet.	Use a comfortable grip with good control when holding pens and pencils.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Show a preference for a dominant hand.
Use large-muscle movements to wave flags and streamers, paint and make marks.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Start taking part in some group activities which they make up for themselves, or in teams.	
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	

Physical Development-PKC

All about Me	Journeys	Dinosaurs	Growing and Changing	Animals & their Babies	Heroes and Adventurers
Discrete PE lessons timetabled in addition to free flow use of outdoor area					
Gross Motor					
Spatial awareness and multi step instruction games Running, jumping, using tricycles outside	Spatial awareness and coordination games Dance to music	Invasion games and basic movement skills Balance- standing on one leg, walking along a bench, climbing	Team games and ball skills Running, jumping, hopping from foot to foot	Ball Skills Running, jumping, hopping, skipping.	Racing and obstacle courses – sports day Using a racquet to hit a ball
Fine Motor					
Small tools; cutlery, tweezers, pipettes Drawing my family, people who help me	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, painting with wheeled vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting dinosaurs, modelling with playdough and clay, templates of dinosaurs to draw around or rub over	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.

Communication and Language -Development Matters

Listening, Attention and Understanding	Speaking
Enjoy listening to longer stories and can remember much of what happens.	Use a wider range of vocabulary
Pay attention to more than one thing at a time, which can be difficult.	Sing a large repertoire of songs.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
	Use longer sentences of four to six words.
	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	Start a conversation with an adult or a friend and continue it for many turns.
	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Communication and Language – PKC

All about Me	Journeys	Dinosaurs	Growing and Changing	Animals & their Babies	Heroes and Adventurers
Where I live, where I was born, my family. People who help us in our community.	Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth	What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction	Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow	Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth.	Valentina Tereshkova (Russian Cosmonaut) Ernest Shackleton (explorer) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner)
Listen to others one on one or in small groups, for example to share photos of children as babies. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area. Respond to simple instructions, e.g. we will put on our coats as it is raining outside. Retell simple past events in correct order e.g. things that happened in the school day, or events from a story.	Follow directions e.g. Simon says games. Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc. Show understanding of prepositions such as 'under, on top'. Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books. Ask questions using what, where, when and why to find out more about journeys.	Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc. 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, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago. Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because...	Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them. Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water. Use newly acquired vocabulary to name and describe, and in conversations. Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well because the soil was too dry.	Describe a pretend object in play based situations; e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle) Question to understand why things happen e.g. who, what, when, how. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because...	Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order; their school day, or a special event. 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 should be modelled by adults consistently.

Literacy-Development Matters

Comprehension	Word Reading	Writing
Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Write some or all of their name.
		Write some letters accurately.

Literacy and Suggested Texts PKC

<u>Texts</u> <u>Referenced in UtW Plan:</u> Gotcha Smile by Rita Phillips Mitchell (links to starting school) Ask First Monkey by Juliet Clare Bell (links to boundaries and consent) Later by Curtis Ackie The Great Big Book of Families by Mary Hoffman There's a house inside my mummy! By Giles Andreae A place called home by Kate Baker, Coming to England by Floella Benjamin Real Superheroes by Julia Seal The Tree by Britta Teckentrup <u>Additional suggested texts:</u> I am too Absolutely Small for School by Lauren Child Later by Curtis Ackie Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worrry by Tom Percival	<u>Texts</u> <u>Referenced in UtW Plan:</u> Chicken Licken We are going on a Bear Hunt by Michael Rosen Handa's Surprise by Eileen Brown Mr Gumpy's Motor Car by John Burningham Car Car Truck Jeep by Nick Sharratt Oi, Get off our Train by John Burningham, any of the Thomas the Tank Engine series by Reverend Wilbert Awdry You can't take an elephant on the bus' by Patricia Cleveland-Peck Non-fiction texts about travel, journeys, transport Lost and Found by Oliver Jeffers Immi by Karin Littlewood The Polar Bear Son by Lydia Dabovich Kamik's first Sled by Qin Leng Matilda Sulurayok <u>Additional suggested texts:</u> Rosie's Walk The Gruffalo Stick Man	<u>Texts</u> <u>Referenced in UtW Plan:</u> Harry and the Dinosaurs series by Ian Whybrow Dinosaur Roar by Henrietta Stickland Dinosaurs and all that rubbish by Michael Foreman Silly Dizzy Dinosaur by Jack Tickle Non-fiction texts about dinosaurs Use newly acquired vocabulary, e.g. dinosaur names and descriptive language e.g. stomp, roar, scales, horns, plates, to discuss dinosaurs. 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.	<u>Texts</u> <u>Referenced in UtW Plan:</u> The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga Create a storyboard to retell the Tiny Seed; identify the different places the seeds landed. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next. Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.	<u>Texts</u> <u>Referenced in UtW Plan:</u> The Ugly Duckling Owl Babies The Hungry Caterpillar Noah's Ark Non fiction texts about animals Percy the Park Keeper Dear Zoo Three Billy Goats Gruff Role play the story of the hungry caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly. 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.	<u>Texts</u> <u>Referenced in UtW Plan:</u> Hello Lighthouse A Day in the Life of Bob Mog in the Fog Professor Astrocat's Solar System What's Out There? On the Moon The Snail and the Whale Non fiction texts about the world, space, STEM How to Catch a Star by Oliver Jeffers Whatever Next! By Jill Murphy 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.
---	--	--	--	---	--

Peepbo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen Retell stories using puppets, props, drawings and own imagination e.g. use owl finger puppets to retell a part of the story of Owl Babies Provide opportunities for mark making e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, painting with other tools such as toothbrushes, feathers, string.	Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah Retell stories using puppets, props, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray.				
--	--	--	--	--	--

Core stories for story times (In addition to texts chosen for children's interests) PKC

The Three Little Pigs The Gingerbread Man The Elves and the Shoemaker	The Little Red Hen The Christmas Story The Story of Diwali	Hansel and Gretel The Selfish Giant Cinderella	Goldilocks Three Billy Goats Gruff Jack & The Beanstalk	Anansi the Spider The Enormous Turnip Noah's Ark	Anansi the Spider The Enormous Turnip Noah's Ark
--	---	---	--	---	---

Traditional rhymes and poetry-PKC

Diddle, diddle dumpling	Traditional rhymes and poetry	Diddle, diddle dumpling	Traditional rhymes and poetry	Diddle, diddle dumpling	Traditional rhymes and poetry
-------------------------	-------------------------------	-------------------------	-------------------------------	-------------------------	-------------------------------

Sayings and Phrases-PKC

'Well I never!'	Sayings and Phrases	'Well I never!'	Sayings and Phrases	'Well I never!'	Sayings and Phrases
-----------------	---------------------	-----------------	---------------------	-----------------	---------------------

Mathematics-Development Matters

Number	Numerical Patterns
Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Experiment with their own symbols and marks as well as numerals.
Recite numbers past 5.	Solve real world mathematical problems with numbers up to 5.
Say one number for each item in order: 1,2,3,4,5.	Compare quantities using language: 'more than', 'fewer than'.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
Show 'finger numbers' up to 5.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Describe a familiar route.
	Discuss routes and locations, using words like 'in front of' and 'behind'.
	Make comparisons between objects relating to size, length, weight and capacity.
	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
	Combine shapes to make new ones – an arch, a bigger triangle, etc.
	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
	Extend and create ABAB patterns – stick, leaf, stick, leaf.
	Notice and correct an error in a repeating pattern.
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Mathematics-PKC

All about Me	Journeys	Dinosaurs	Growing and Changing	Animals & their Babies	Heroes and Adventurers
Numbers zero to five Representing on fingers and other concrete counting Counting stamps, claps and jumps to 10 and beyond where appropriate Regular referral to calendar, weather, days of the week, months of the year, shape, pattern	Recognising numbers 0--10 Representing on fingers and other concrete counting (show me) Counting 0-10 – Zero Superhero Number formation (gross motor) with paint, with fingers in sand, with marbles running around number templates Identifying shapes in the environment Positional language Shapes for different tasks (block building)	Moving on to showing numbers 0-10 on fingers. Link to familiar songs: Ten Little Monkeys Once I caught a fish alive. Counting stamps, claps and jumps to 5 Maths meetings – to include numbers to 10. Shape hunts	Building confidence showing 0-10 on fingers Identifying different shapes based on properties. Exploring measuring using unifix Relative size: small, big, biggest. Reasoning with shapes: if a triangle is upside down, is it still a triangle?	Using marks to represent number (tallies) then representing with unifix cubes (simple bar modelling) Strategies for counting with 1-to-1 correspondence. Model using giant counting frame. Move and count and point and count strategies. Using shapes to make other shapes: Community Playthings blocks: triangular shapes can make a square or a rectangle.	Numberblocks (1-5) – link to NCETM materials Making numberbooks Reinforcing counting using objects with 1-to-1 correspondence. Using marks to represent numbers. Comparing groups of objects: more, fewer, the same. Investigating capacity, weight, time.

Understanding the World-Development Matters

Past and Present	People, Culture and Communities	The Natural World
Begin to make sense of their own life-story and family's history.	Show interest in different occupations.	Use all their senses in hands-on exploration of natural materials.
	Continue developing positive attitudes about the differences between people.	Explore collections of materials with similar and/or different properties.
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary.
		Explore how things work.
		Plant seeds and care for growing plants.
		Understand the key features of the life cycle of a plant and an animal.
		Begin to understand the need to respect and care for the natural environment and all living things.
		Explore and talk about different forces they can feel.
		Talk about the differences between materials and changes they notice.

Understanding the World-PKC

All about Me	Journeys	Dinosaurs	Growing and Changing	Animals & their Babies	Heroes and Adventurers
Past and Present (History)					
Family Trees (grand parents, great-grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.	Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today. Mary and Joseph's journey to Bethlehem	A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)	Building on basic understanding of chronology, look at old photos of the local area and think about how it has changed. Read some fairy tales linked to growing e.g. Jack and the Beanstalk and explain they have been told for a long time. We can change stories by re-telling them. A long time ago, stories would have been told and not written down. Now we can type stories on a computer and send them anywhere in the world.	Recap- dinosaurs lived long ago. Now they are extinct. Endangered animals; some animals we know about become extinct (dinosaurs), some animals now are endangered. Choose one of the animals studied and learn about why it is endangered.	Explorers can use ships to journey around the world. Ernest Shackleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.
People, Culture and Communities (Geography)					
Where I live Where I was born Where my family live (close by or far away) People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)	Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter. People; bus driver, car driver, taxi driver, train driver, pilot, astronaut.	Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world) In England, many fossils have been found in Dorset along the Jurassic	Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Where	Animals in England; farm animals, woodland animals, seaside animals. Learn that different animals live in different habitats, compare and contrast.	Some people live in very cold places on earth. (Link to the Inuit showing Shackleton how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear

	How do we travel to: school, the shops, the beach, another country, the moon? Maps help us to find out where we need to go. We can plan routes on a map.	Coastline. (Locate on map of England) Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists.	do bananas grow? Where do oranges grow?	Wild animals that live in other countries around the world: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic The role of a zookeeper	In some places around the world, not all children can go to school. Link to the UN Rights of the Child. Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream.
The Natural World (Science)					
The season of Autumn, leaves changing colour and falling from trees. Animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground. Temperatures getting colder as winter approaches.	Plan a journey to the local park, or around the school grounds what would we see? What grows in our school, what grows in the park? People journey around the world to see different places and environments; Ernest Shackleton and his journey to the South Pole. Contrasting environments; journeys to cold places, what would we need to take with us? Look at some recent memorable journeys, e.g, Perseverance landing on Mars. (Children will learn more about space in Reception)	We know about dinosaurs because people have found fossils in the ground. Rocks can sometimes contain fossils that palaeontologists can study. The dodo is an animal that is now extinct. It could not fly and so died out because of loss of habitat and introduction of animals to its island home.	Plants need water and light to grow (this will be built upon throughout the curriculum) Grow 'beanstalks'; plant and observe plants growing e.g. sunflowers, cress etc. Talk about how the plants change. Investigate materials to create stable structures (wheat, sticks, blocks) Make observations of the world around them, describe things they have seen e.g. plants, animals, natural objects and man-made objects.	Recognise and use the following vocabulary: Farm Animals: cow/calf, pig/piglet, sheep/lamb, chicken/chick, horse/foal Pets: dog/puppy, cat/kitten Wild animals: kangaroo/joey, lion/cub Life cycles: chicks, caterpillars, tadpoles	Recognise and use the following vocabulary: Farm Animals: cow/calf, pig/piglet, sheep/lamb, chicken/chick, horse/foal Pets: dog/puppy, cat/kitten Wild animals: kangaroo/joey, lion/cub Life cycles: chicks, caterpillars, tadpoles

			Recognise the season of Spring and notice new plants growing.		
--	--	--	---	--	--

Expressive Arts and Design-Development Matters

Creating with Materials	Being Imaginative and Expressive
Explore different materials freely, to develop their ideas about how to use them and what to make.	Take part in simple pretend play, using an object to represent something else even though they are not similar.
Develop their own ideas and then decide which materials to use to express them.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
Join different materials and explore different textures.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Listen with increased attention to sounds.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Respond to what they have heard, expressing their thoughts and feelings.
Use drawing to represent ideas like movement or loud noises.	Remember and sing entire songs.
Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Sing the pitch of a tone sung by another person ('pitch match').
Explore colour and colour-mixing.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
	Create their own songs, or improvise a song around one they know.
	Play instruments with increasing control to express their feelings and ideas.

Expressive Arts and Design-PKC

All about Me	Journeys	Dinosaurs	Growing and Changing	Animals & their Babies	Heroes and Adventurers
Creating with Materials					
Exploring paint on large easel Primary colours; red, yellow and blue	Joining materials to make models of vehicles, focus on wheels Drawing using different types of lines	Make model dinosaurs from malleable materials such as clay or playdough. Use brush with control to create large scale collaborative splatter/drip paintings	Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!'	Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and small world resources	Make story telling crowns- take turns to tell stories to the class or in small groups
Being imaginative and expressive					
Exploring percussion instruments Singing (good morning songs, home time songs, seasonal songs, counting songs)	Dance and movement showing different ways to journey across the floor Perform well known songs and rhymes in small groups	Use technology (e.g. bloom app on ipad) to create repeating patterns of music Perform a dinosaur dance showing how different dinosaur moved	Story scribing and acting out children's own versions of traditional tales. Moving to music to show a seed growing into a plant	Music and dance sessions: link to Carnival of the Animals Songs about animals e.g. Im going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.	Imaginary play – travelling on ships, going to the South Pole, climbing Everest, blasting off into space, working at the Space Station, landing on Mars. Listening to and responding to Holst's Planet Suite

Works of Art

Matisse's The Snail	Turner's The Fighting Temeraire (include the story of the ship)	Number 8 by Jackson Pollock	Walter Crane's Illustrations for Jack and the Beanstalk	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paulo Uccello	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paulo Uccello
---------------------	---	-----------------------------	---	---	---

Festivals and Celebrations

Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mother's Day St Patrick's Day Easter Baisakhi	St George's Day May Day	Father's Day Ramadan Eid ul Fitr
--	---	--	--	----------------------------	--

Trips/experiences/Visitors

Local Area Fire services Guides dog Police officers Nurse	Visit on a bus Parents – Hanukah, Passover, Christmas, thanksgiving. Local Vicar (Christmas) Bus/train/etc drivers Post a letter	Dino dig Visitors to discuss celebrations; religious or cultural	Local Area Visitors reading traditional stories (in other languages where possible)	City Farm Visitor to come in to talk about farm animals, working animals or pets.	Science Museum Visitors come in to discuss their own celebrations, religious or cultural.
---	--	---	--	--	--

Special events

Roald Dahl day Parent workshops: Maths, English, e-safety, home learning (reading, phonics) Harvest Festival	Children in Need Christmas fair Carol concert/nativity Remembrance day Black history week	World Book week	Lent Shrove Tuesday	Music Week National Science week	Summer fete
--	---	-----------------	------------------------	-------------------------------------	-------------