


Curiosity Corner Planning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2</p>  <p>Have a selection of images of the school for children to explore putting on the mat. Images of different things children might see on their way to school <i>Map writing opportunity</i> <i>Maths: Counting how many of each thing they see</i> Vocab: trees, cars, walking, driving, buildings, shops, journey, natural, near, far Key Questions: What do you see on your way to school? Where would you put them on the map? Tell me about your journey.</p> <p>Weeks 3 and 4 Selection of images of different families and celebrations. Books about different cultures. Clothes from different cultures to dress up in <i>All about me poster writing opportunity</i> Vocab: same, different, similarities, differences, clothes, culture, Key Questions: What is the same/different? How do you celebrate.... Compare.....</p>	<p>Weeks 1 and 2 Images of boats/things that float. Children to have access to different materials to test floating and sinking in a small water tray. Children can also construct own boats to test. <i>Plan of boat- writing opportunity</i> <i>Maths:</i> Vocab: float, sink, heavy, light, boat, submarine, plastic, metal <i>Plan writing opportunity</i> Key Questions: Predict whether that object will float or sink. Why? Can you make a boat? What materials have you used to make your boat and why?</p> <p>Weeks 3 and 4 Children to bring in natural Autumn materials- Autumn table to be made. Magnifying glasses, microscope and sorting rings and non-fiction books <i>Writing Opportunity: Labels for different objects.</i> <i>Maths: Counting/sorting</i> Vocab: conker, pine cone, leaves, change, Autumn, sycamore seeds, horse chestnut Key Questions: Can you describe the objects? Can you sort the objects? How have you sorted the objects? What changes take place in Autumn?</p> <p>Weeks 5 and 6 Nativity scene <i>Writing opportunity:</i> <i>Birthday card for Jesus.</i> <i>Label Nativity scene characters.</i> Vocab: Jesus, Christian, celebration, Bethlehem, Angel Gabriel, donkey, Mary, Joseph, gold, frankincense, myrrh, shepherds, stable, Inn,</p>	<p>Weeks 1 and 2 Leftover fruit and vegetables to be put into laminating pouches to observe changes over time. <i>Writing opportunity:</i> <i>Diary of change</i> Vocab: decay, rot, mould, fungus, pungent Key Questions: What happens to food over time? Can you explain the changes? What will happen to the food if it doesn't get eaten?</p> <p>Weeks 3 and 4 People who help us pictures and costumes. <i>Writing opportunity: Write about person you are dressed up as.</i> Vocab: Policeman, paramedic, nurse, doctor, vet, lollipop person, refuse collector, teacher, librarian Key Questions: How do these people help us? What uniform do they wear?</p> <p>Weeks 5 and 6 Birthday party role play set up in corner. Pictures of how children celebrate across the world. <i>Writing opportunity: List of items needed for a birthday party.</i> <i>Invitation</i> Vocab: celebrate, games, pass the parcel, musical bumps/chairs, pin the tail on the donkey, similarities, differences, invitation, banners, bunting Key Questions: How do you celebrate your birthday? How do other children celebrate? What is the same/different? Describe your perfect party.</p>	<p>Weeks 1 and 2 Plants and seeds- have a range of different plants and seeds to plant in soils etc. Experiment of growing seeds in different places. <i>Writing opportunities: Instructions on how to grow a seed.</i> <i>Draw a plant and label.</i> Vocab: roots, flower, stem, leaf, oxygen, carbon dioxide, pollen, germinate, seedling. Key Questions: What does a plant need to grow? Can you label the parts of a plant?</p> <p>Weeks 3 and 4 Ask chn to gather Spring items to bring in to school. Have pictures of Autumn table to compare as well as pictures of baby animals etc. <i>Writing opportunities:</i> <i>Make a Spring poster</i> Vocab: Spring, daffodil, crocus, bluebells, tulips, daisy, baby animals, lambs, kids, chicks, foal, calf, duckling, piglet Key Questions: Compare Autumn and Spring. What animals do you see in the Spring time? What happens to the length of days in Spring? What signs of new life can you see?</p> <p>Weeks 5 and 6 Easter garden and Easter tree to be decorated- decorations that chn can make <i>Writing opportunity: Label Easter garden.</i> Vocab: Easter, Jesus, cross, tomb, Bible, resurrection, Christians, Egg rolling, bonnet Key Questions: What happens to Jesus at Easter? How do Christians celebrate Easter? How has Jesus changed?</p>	<p>Weeks 1 and 2 Have a range of farm animal figures, pictures, hay, things that they eat, non-fiction books Matching game- animals to babies <i>Writing opportunities: Description of animals</i> Vocab: pig, chicken, horse, cow, sheep, goat, rabbit, piglet, chick, foal, calf, lamb, kid, kitten, hay Key Questions: How are animal babies different to human babies? What do animals eat? What do animals need to live?</p> <p>Weeks 3 and 4 Magnet exploration- have a range of magnets out along with magnetic materials/non-magnetic materials. <i>Writing opportunities: List of things that are magnetic/non-magnetic</i> Vocab: magnetic, non-magnetic, attract, repel, north, south, metal, materials Key Questions: What is magnetic? What is non-magnetic?</p> <p>Weeks 5 and 6 Ice/melting ice exploration- Have a range of superhero figures frozen in ice. Have a range of different materials, salt, water and pipettes etc for children to experiment melting the ice. <i>Writing opportunities: Write a plan of how to save the superheroes.</i> Vocab: melt, temperature, Ice, cold, frozen, frost, bubbles, air, freezing, slippery, wet, water, drip, white, clear, hard. Key Questions: What is ice? How is ice made? What do you think will happen to the ice now? What has happened to the ice?</p>	<p>Weeks 1 and 2 Have some dinosaur bones and fossils with a human body to compare to. Have magnifying glasses/microscope for children to examine. Have salt dough for children to make their own fossils and skeletons. Non-fiction books <i>Writing opportunities: Write about what a dinosaur skeleton looks like.</i> Vocab: fossil, bones, skeleton, stegosaurus, tyrannosaurus rex, pterodactyl, triceratops, herbivore, carnivore, omnivore. Key Questions: Why can you find dinosaur fossils? Compare dinosaur skeletons to the human body. Why are skeletons needed?</p> <p>Weeks 3 and 4 Volcano Experiment- Children to work together to make a papier mache volcano using a water bottle in the middle. When the papier mache is dry- children to explore using bicarbonate of soda, vinegar and food colouring to make their explosions and lava. <i>Writing opportunities: Predict what will happen when the vinegar is added.</i> Vocab: experiment, investigate, reaction, lava, erupt Key Questions: Predict what will happen when the vinegar is added. Why did the volcano erupt?</p> <p>Weeks 5 and 6 Ask children to gather Summer items to bring in to school. Have magnifying glasses etc for children to explore items. Have bug viewers</p>

<p>Weeks 5 and 6 Pumpkins- Variety of different pumpkins, spoons and bowls etc. Children to explore pumpkins 1st week: Size ordering Books about Halloween 2nd Week- Scooping <i>Writing opportunity: Draw a picture of pumpkin and words to describe.</i> <i>Maths opportunity: weight, size</i> Vocab: pumpkin, seed, flesh, skin, scoop, candle, Halloween, glow, carve Key Questions: Have you ever seen a pumpkin before? Have you ever picked one? What do you think you could make with a pumpkin? Have you ever carved a pumpkin?</p>	<p>Innkeeper, 3 wise men, manger, Bible Key Questions: Who is Jesus? Can you retell the Nativity story?</p>			<p>Why has that happened? Which do you think will melt first? How does it feel? What does the ice look like? What can you see inside the ice? What happened to the ice when you held it in your hands? Have you seen ice before? Have you felt ice before? Where do you find ice?</p>	<p>out for children to collect insects from garden. <i>Writing opportunities:</i> <i>Make a Summer poster.</i> Vocab: Summer, beach, scorching, seashells, insects, mini-beasts. Key Questions: Compare seasons. What animals do you see in Summer time? What happens to the length of the days in Summer? What will you need to wear in Summer?</p>
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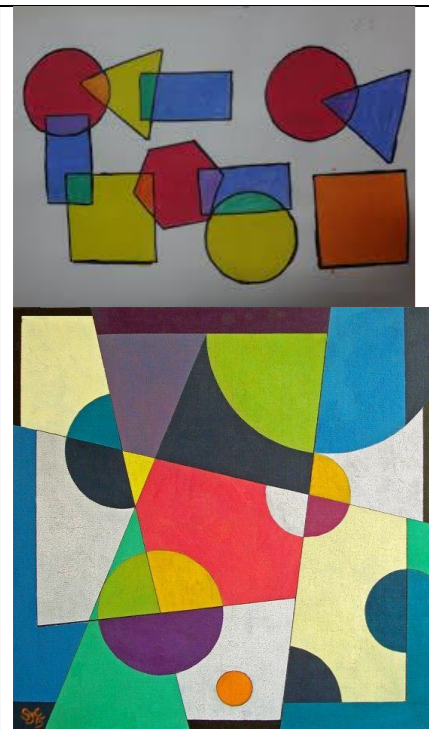
Understanding the World

<p>Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand the key features of a 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 feel Talk about the differences between materials and changes they notice Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in different countries Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them.</p>
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<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Creative Area Planning- Cut and Stick

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 Variety of different tissue paper colours and printed outlines that interest children e.g. minions, princesses, dinosaurs, Mr Men characters etc. Children to practise sticking tissue paper inside lines using glue sticks. <i>Writing opportunity: Write about picture character</i> Vocab: tissue paper, scrunch, roll, squeeze, stick, glue Key Questions: What colours have you used? How have you joined the tissue to the paper? Can you write about your picture?</p> <p>Weeks 3 and 4 Plain paper for children to design own collages that they can draw and then collage. <i>Writing opportunity: Write about picture character</i> Vocab: tissue paper, scrunch, roll, squeeze, stick, glue, create, imagination Key Questions: What have you designed? What inspired to create a picture of that? Can you write about your picture?</p> <p>Weeks 5 and 6 Introduce different coloured papers along with different types of scissors to cut paper. Have 2D shapes out for chn to draw round. Chn to make abstract shape pictures by cutting out different shapes from paper using different scissors e.g. wavy scissors. <i>Writing opportunity: Write a list of shapes used.</i> Vocab: square, circle, rectangle, triangle, hexagon, semi-circle, cut, scissors, snip, attach, join, overlap, crimp, wavy, edges</p>	<p>Weeks 1 and 2 Gingerbread man outlines to collage. Children to have a range of colours and materials. Children to practise filling in the gaps within their outline. Children to practise tearing their own paper for fine motor. <i>Writing opportunity: Write a speech bubble for the gingerbread man.</i> Vocab: tissue paper, scrunch, roll, squeeze, stick, glue, tear. Key Questions: What colours have you used? How have you joined the tissue to the paper? Can you fill in the gaps? Can you write about your picture?</p> <p>Weeks 3 and 4 Junk modelling Introduction to junk modelling. How to use the area and how boxes can be used to create models. Children to be given an opportunity to build a basic structure. <i>Writing opportunity: Children to label their basic structure eg house, roof, chimey (with sticky labels).</i> Vocab: boxes, stacking, building, construct, create, layer, join, glue, staple, tape, plan Key questions: What could you do with these boxes? What structure could you make? What shapes do you need? How can you join them together? Can you build something that you have seen before?</p> <p>Weeks 5 and 6 Repeating pattern wrapping paper. Children to use cut and stick materials to make a repeating pattern on large A3/sugar paper.</p>	<p>Weeks 1 and 2 Artists work Look at the work of Gillian Ayres Discuss what is going on in the picture. How could you add onto this with the cut and stick materials. Children to look at pictures and discuss/plan how they are going to expand. This could be individual or collaboratively. <i>Writing opportunity: Children to label their work. Children to explain method behind their work.</i> Vocab: Artist, colour, gallery, pattern, shape, Gillian, Ayres, technique, style, imagination. Key questions: <i>Why did you finish off the picture in this way? Why did you choose those colours? What shapes can you see in the painting? What do the colours make you feel?</i></p> <p>Weeks 3 and 4 Concertina Chinese dragon. Children to fold and add detail to a Chinese style dragon. Children to practise folding accurately. <i>Writing opportunity: Can you make a story for your dragon? Children can practice Chinese writing?</i> Vocab: concertina, origami, folding, Chinese, dragon, traditional, decoration. Key questions: How did you make your dragon? Did you have any problems? How else could we make this?</p>	<p>Weeks 1 and 2 Cut and stick sea creature. Children to design their own or make an existing sea creature. Children focus on details of their creature eg scales, fins, tentacles. <i>Writing opportunity: Can you make a story with your friend containing both of your creatures.</i> Key vocab: jellyfish, octopus, tentacles, turtle, shell, fin, teeth, scales, tail. Key questions: Why have you used those material? How have you made it look realistic?</p> <p>Weeks 3 and 4 Paper chain caterpillars and symmetrical butterflies. Children to produce the life cycle of a butterfly using folding and paper Mache to form a cocoon. <i>Writing; Writing about the life cycle of a butterfly</i> Key vocab: Chrysalis, cocoon, symmetrical, caterpillar, butterfly, life cycle, paper, Mache, balloon. Key questions: What is a life cycle? How is your butterfly symmetrical? Can you predict what will happen in the cocoon/what will happen to the butterfly after it emerges?</p> <p>Weeks 5 and 6 Easter Children to make a chick/lamb/spring flowers using the cut and stick materials. <i>Writing opportunity Label your plant. If you made an animal where would you see it in real life?</i> Key vocab: spring, chick, stem, root. <i>Petal, leaf, daffodil, crocus, tulip, primrose.</i></p>	<p>Weeks 1 and 2 Junk modelling: Can you make a home for a farm animal? Children to design, layer, join and create a home for a farm animal independently and collaboratively. <i>Writing opportunity: Design their animal home- list of resources.</i> Key vocab: shelter, barn, pen, sty, fence, hutch, trough. Key questions: Who lives in a home like this? Why is this home suitable for this animal?</p> <p>Weeks 3 and 4 Artists work Pixar style drawing- create your own superhero and collage it. Children to draw their superhero in the way of a pixar drawing (focussing on facial features, bold colours ect) <i>Writing opportunities; Give the character a name and describe its powers ect (superhero passport).</i> Key vocab: Features, pencil pressure, shade, exaggerate, describe. <i>Key questions:</i> What special powers does your character have? How have you exaggerated your character's features?</p> <p>Weeks 5 and 6 Superhero gadgets Children to design and make superhero gadgets. Children decide their materials in their plan before making. <i>Writing opportunity: Children to plan and review their gadget.</i></p>	<p>Weeks 1 and 2 Junk modelling Dinosaur/ bear habitat Children to use a combination of junk modelling and natural recourse to build a dinosaur habitat. Children can go on a spring walk to obtain the natural resources needed Build a dinosaur out of junk modelling <i>Writing opportunity: Label the habitat Writing clues about the habitat Writing about the spring walk they went on to get the natural resource.</i> Key vocab: dinosaur, habitat. Grass, rocks, swamp, jungle, mountain, desert, river, ferns, carnivore, herbivore Key questions: How does your habitat meet the needs of your dinosaur? What is a habitat?</p> <p>Weeks 3 and 4 Collaborative dinosaur collage: Children to work together to fill in a cut and stick dinosaur. Children will be encouraged to think where they stick the paper eg not to far apart from the last piece you stuck. Children to choose resources in a group. <i>Writing opportunities: Can you write dinosaur words/ facts for the display board? Children could be encouraged to type up work on a computer.</i> Vocab: collage, stick, materials, sequences, tissue paper, discussion, team work, resources. Key questions: Did the group agree on all the materials used? Why have you chosen this material?</p>



Key Questions:
 What shapes have you used?
 How have you cut the paper?
 Which scissors do you prefer to use?
 Can you write a list of shapes you have used?

Children to wrap a box up in their own wrapping paper.
 Children can put presents under the class tree.
Writing opportunity:
 Children to label their present.
 Children make a prediction of what is inside of the present.
Vocab: repeating, patten, sugar paper, sequins, wrapping, sellotape, gift, predict, label
Key questions:
 How did you make your repeating pattern?
 How are you going to join the paper to the box?
 Is your paper big enough for your present?
 How can you measure this?

Can you think of anything else where you have had to concertina paper?
Weeks 5 and 6
 Junk modelling:
 Focus on joining.
 Children to make a fire station, police station, hospital, school, shop, vet, library.
 Children focus on adding greater detail to their structures and consider the best way of joining.
 eg prit sticks to join paper and runny glue for anything else.
 Children to have a range of joining tools eg glue, stapler, paper, sellotape.
Writing opportunity:
 Write a list of materials you have used/need?
 Can you label your building?
Key Vocab:
 Police, station, fire, hospital, surgery, library, vets, shop,
Key questions: Who would use your building and why?
 How would you improve your model?
 Is there anything you would change?
 How would you join it differently?

Key questions:
 If you made an animal where would you see it in real life?

Children to write an advert to sell their gadget.
Key vocab:
 Gadget, fire, ice, grip, design, strap, headband, belt, glasses, cape.
Key questions:
 Why have you added that feature to your gadget?
 What materials are you going to use?
 How can you make your gadget look realistic?

Weeks 5 and 6
Art gallery visit:
 Children recreate the art gallery task using rough wallpaper and crayons.
 Children to evaluate the work they did with the art gallery and recreate the scene.
Writing opportunities:
 Children to explain what they have changed from last time.
Key vocab: wallpaper, recreate, evaluate, improve,
Key questions:
 How have you changed/modified about your piece?

Expressive Art and Design

Explore different materials freely, in order to develop their ideas about how to use them and what to make
 Develop their own ideas and then decide which materials to use to express them
 Join different materials and explore different textures
 Create closed shapes with continuous lines, and begin to use these shapes to represent objects
 Draw with increasing complexity and detail, such as representing a face with a circle and including details
 Use drawing to represent ideas like movement or loud noises
 Show different emotions in their drawings and paintings, like happiness, sadness, fear
 Explore colour and colour-mixing

Explore, use and refine a variety of artistic effects to express their ideas and feelings
 Return to and build on their previous learning, refining ideas and developing their ability to represent them
 Create collaboratively sharing ideas, resources and skills

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Creative Area Planning- Painting

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 Have large A3 body outlines out with a variety of different coloured paint and thicknesses of paintbrush for chn to paint pictures of themselves. Mirrors out so children can look at themselves <i>Writing opportunity: Write name on picture</i> Vocab: colour, paintbrush, eyes, nose, mouth, ears, body, hair, eyebrows, eyelashes, thick, thin Key Questions: Can you tell me where you have painted...? What colour is you...? Why have you used different thicknesses of brushes?</p> <p>Weeks 3 and 4 Colour mixing: Children to be given primary colours and will be asked to explore what happens when they mix them together <i>Writing opportunity: Children to describe what happened and form initial sound if they can from it</i> Vocab: Blue, red, yellow, mix, brush, care, paper, explore, discuss Key questions: What colour can you see? How are you going to mix them? What colours have you made?</p> <p>Weeks 5 and 6 Tone Children to be given a range of primary colours and white/black. Children will be asked how they can make the colour lighter or darker. Children to be asked to discuss their observations. <i>Writing opportunities: Children to label their work either with adult support or being encouraged to form initial sounds.</i> Key vocab: Lighter, darker, mixing, blue, red, yellow, contrast, Key questions: What colours have we got?</p>	<p>Weeks 1 and 2 Firework painting- Have pictures of fireworks up in the painting area. Children to have black paper and explore making the effects of fireworks e.g. rockets, Catherine wheels. <i>Writing opportunity: Write the noises of fireworks.</i> Vocab: pop, crackle, whizz, spiral, swirl, splatter, noises of fireworks. Key Questions: Have you seen any fireworks? What do they remind you of? How can you make that effect using paint?</p> <p>Weeks 3 and 4 Children to use a range of autumn materials to paint and print with. Examples of work that could be created up on display e.g. hedgehog painting using fir cone for spikes, printing with leaves, conker rolling in trays. Vocab: print, texture, roll, dab, stroke, effect, purpose, shade, lighter, darker Key Questions: What happens when you... How could you make the colour lighter or darker? Which colours do you associate with Autumn? Describe the effect you have used</p> <p>Weeks 5 and 6 Exploration of brushes Have a range of brushes to explore different effects. Have a stocking template and draw on stripes using a variety of brushes. Vocab: thick, thin, wide, narrow, wavy, curvy, straight, sharp, pattern, repeated pattern, brushstroke, swirl. Key questions- Can you describe your picture? Why did you...</p>	<p>Weeks 1 and 2 Look at pictures of blossom trees (Chinese link)- Children to be given tree template (brown felt tip). Children to use cotton wool buds to add blossom to the trees. <i>Writing opportunity: Write words to describe the blossom.</i> Vocab: dab, dot, print, repeated pattern, pressure, delicate, intricate. Key Questions: Why did we not use a brush? What other equipment would be useful? (e.g. finger, small circle printing, fine paintbrush.) What do blossom tress remind you of?</p> <p>Weeks 3 and 4 Gillian Ayers Gillian Ayers abstract painting to be displayed. Discuss what her painting are like e.g. bright and uses 3 to 4 colours on each painting. Children to create their own picture in the style of Gillian Ayers. <i>Writing opportunity: What does the picture remind you of (post it notes)</i> Vocab: Bright, vibrant, pattern, shape, triangle, circle, square, swirl, wavy, straight, thick, thin, texture, brush, print. Key Questions-Why did you use those shapes/colours How does your painting make you feel?</p> <p>Weeks 5 and 6 Printing Printing with construction materials to build a house. Children to explore printing with lego bricks, sticklebricks, duplo. <i>Writing Opportunities: Write a describing word for the paint effect.</i> Vocab: Print, pressure, texture, pattern, movements. Key questions: What happens if you change pressure? What effects do the bricks give? What else could you print with? What other picture could you make with bricks?</p>	<p>Weeks 1 and 2 Under the sea pictures Children to paint a blue wash background using watered down paint. Paint a sea bed using yellow paint with sand in. Children to stick prepared sea creatures onto the picture. <i>Writing: Label sea creatures.</i> Vocab: texture, runny, thin, stripes, horizontal, shades, repeating pattern. Key Questions: What do you imagine the sea to look like? Why have we put water in the paint? What would be the best brush to use? Why?</p> <p>Weeks 3 and 4 Precut butterfly template. Children to explore symmetry by painting designs and then folding them in half. <i>Writing opportunity: Adjectives to describe butterfly.</i> Vocab: symmetry, symmetrical, same, shapes. Key Questions: What is symmetry? How have you made your pattern symmetrical?</p> <p>Weeks 5 and 6 Have a range of materials for children to add to paint e.g. soil, sand, sawdust, glitter, washing up liquid, pva glue, rice, <i>Writing opportunities: Write a label for what they added to the paint.</i> Vocab: texture, thicker, thinner, shiny, glossy, pale, darker, lighter, smooth, lumpy. Key questions: What happens to the paint when you.. How can you make it thicker/thinner? Would you change anything if you did it again? Can you think of anything different you would like to add to paint? What do you think would happen to the paint if you added that? Why?</p>	<p>Weeks 1 and 2 Colour mixing Look at coloured lens, combine the two and see what colour it becomes. Demonstrate with paints. Children to explore colour mixing. <i>Writing opportunity: Use premade templates to colour in what children have found out and label colours.</i> Vocab: mix, combine, lighter, darker, shades. Key Questions: How would we make...?</p> <p>Weeks 3 and 4 Show children paint tester strips. Discuss how the colour is getting lighter/darker. Children to create their own strip on their chosen colour. <i>Writing opportunity: Write how they changed the shade e.g. I had to add more white.</i> Vocab: Shade, lighter, darker, tone, swatch, stripes. Key Questions: How have you made different shades? Describe the colours you have made.</p> <p>Weeks 5 and 6 Pixar Painting Children to draw their own 'super' character and paint. <i>Writing opportunity: Write the super power.</i> Vocab: lines, bright, cartoon, animation. Key questions: Describe your character. Why did you choose those colours? How do you make it look animated?</p>	<p>Weeks 1 and 2 Cotton bud printing Children to use cotton buds to paint a picture with circle templates or create their own. <i>Writing opportunity: Write about pattern.</i> Vocab: dab, dot, print, repeated pattern, pressure. Key Questions: What happens if you change pressure? Can you describe your pattern?</p> <p>Weeks 3 and 4 Children to be given a summer object e.g. large seashell, flowers etc. Children to do an observational drawing of objects and then paint using correct colours. <i>Writing opportunity: evaluate work.</i> Vocab: curvy, straight, detail, observation, size, scale, colour, thickness, bright, pale, pattern, texture. Key Questions: What have you chosen to paint your picture with? Which bit did you find the trickiest? Which bit did you find easiest? Would you change anything on your picture?</p> <p>Weeks 5 and 6 Collaborative artwork- Table to be set up with large pieces of sugar paper stuck together. Children to work together to make a large piece of artwork using skills learnt over the year. <i>Writing opportunity: evaluation work on pre-made sheets e.g. what went well.</i> <i>What could be improved?</i> Vocab: collaborate, design, creativity, imagination, resilience, team work, cooperation. Skills learnt over year e.g. printing, colour mixing etc Key Questions: How will you decide whose idea to follow? Who will have each role?</p>

<p>How have you made this lighter? How have you made this darker?</p>					<p>What do you think your finished idea will look like? Evaluate your work.</p>
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Expressive Art and Design

<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings, like happiness, sadness, fear Explore colour and colour-mixing</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills</p>
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Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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- Make use of props and materials when role playing characters in narratives and stories.

Writing Area Planning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> Mr Men characters to make books Mr Men tracing <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> Large sugar paper to draw outlines of children to label A4 books for children to draw pictures about themselves <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> Pirate maps and teabags What does a parrot say? Pirate messages in bottles. 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> Making own story books- range of paper etc for children to make own stories Pictures of traditional tales to be sequenced. <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> Material list for 3 Little Pigs. Plans for houses. <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> Letters to Father Christmas Gift wish lists. Elf writing- writing about what naughty elf is up to. 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> Design a cave for a dragon to live and label/sentences Dragon recipes Postcard about what happened in holidays <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> Design own ID for People who help us Feely box- range of materials in a box for children to write about what they think they are. <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> Information book about People who help us- People who help us pictures Accident reports- Make own bump notes 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> Design own fantasy sea creature Pictures of Under the sea/beaches for children to describe. <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> Write own under the sea stories- make own books Shape poems/acrostic poems <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> Writing about caterpillars and butterflies. Instructions to look after a plant. 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> Animal posters Design own farm <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> Keeping safe at the farm posters. Rules for school trip posters. <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> Superhero incident forms Story writing about superheroes. 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> Writing templates for story writing. Instructions for dinosaur egg Write a letter for a t-rex <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> Design a dinosaur home Instructions for dinosaur egg Write a letter for a t-rex <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> Invitation for Teddy bear picnic Rewrite your version of bear hunt.

Literacy



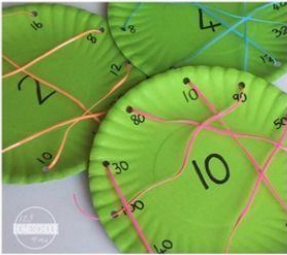
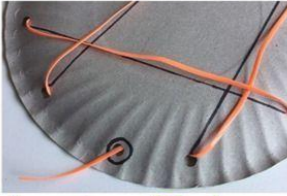

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
 Write some or all of their name
 Write some letters accurately

Form lower-case and capital letters correctly
 Spell words by identifying the sounds and then writing the sound with letter/s
 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop
 Re-read what they have written to check it makes sense

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Maths Area Planning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 Pattern- Peg boards- children to make a two/three step repeated pattern- Pattern mat cards Number games out- five little monkeys jumping on a bed <i>Writing opportunity: Draw out pattern and label colours.</i> Vocab: pattern, colour, repeating pattern Key Questions: Tell me about your pattern. Can you follow this pattern? Can you use 2/3/4 colours in your pattern?</p> <p>Weeks 3 and 4 Play a 'cube grab' game. Place a bowl of cubes in the centre and on your command the children must grab cubes with one hand, open their hand and say the number they have. Ask the children whether they think they need to count the cubes to check how many they have. <i>Writing opportunity: Write numerals of amount subitised.</i> Vocab: Subitising, subitise, see, look, notice, groups, parts, whole, numbers, more, less. Key Questions: How many are there? Can you see any smaller groups? What can you tell me about this group?</p> <p>Weeks 5 and 6 Using a permanent pen, add dot patterns to the bottoms of plastic ducks. Place these in the water tray, alongside some small nets. The children can catch the duck and subitise the number. <i>Writing opportunity: Write numerals of ducks grabbed.</i> Vocab: Subitising, subitise, see, look, notice, groups, parts, whole, numbers, more, less. Key Questions: How many are there? Can you see any smaller groups? What can you tell me about this group?</p>	<p>Weeks 1 and 2 Rulers/multilink- children to make towers to describe the length/measure the length of objects. Number games- snakes and ladders <i>Writing opportunity: Write labels to compare length</i> Vocab: length, short, long, shorter, longer, shortest, longest, comparison. Key Questions: Can you find something that is longer/shorter? Describe the length of the object. Can you compare the lengths of these objects?</p> <p>Weeks 3 and 4 Height chart up on the wall- children to measure each other and compare with friends. Could stick little post it notes with names on. Number games- skittles <i>Writing opportunity: Write labels to compare height.</i> Vocab: height, tall, short, taller, shorter, tallest, shortest, comparison. Key Questions: Can you find something that is taller/shorter? Describe the height of the object. Can you compare the heights of these objects?</p> <p>Weeks 5 and 6 Balance scales out- children to weigh different objects that are wrapped as presents. Children to use comparative language. Number jigsaws <i>Writing opportunity: Write labels to compare weight.</i> Vocab: weight, heavy, light, heavier, lighter, heaviest, lightest, comparison. Key Questions: Can you find something that is heavier/lighter? What happens to the balance scales when an object is put in? Describe the weight of an object. Can you compare the weights of these objects?</p>	<p>Weeks 1 and 2 Have number cards out- children to peg the correct amount of pegs on. Extend to 1 more/1 less. <i>Writing opportunity- Writing numbers- formation</i> Vocab: counting, numbers, numerals, objects, more, less, fewer Key Questions: What is that number? Can you find that many objects? Can you find 1 more/1 less? What happens to the amount of objects when more/less?</p> <p>Weeks 3 and 4 Have a game board with numbers on? Chn to use post it notes with pre-made number sentences on to match to total- can use practical apps to solve.  <i>Writing opportunity: Make own board game and number sentences.</i> Vocab: addition, add, plus, subtraction, subtract, takeaway, minus, total, bigger, smaller, equals. Key Questions: How have you solved the number sentences? What happens to the total when we add/subtract? Can you make your own version of the game?</p> <p>Weeks 5 and 6 Have ten bags labelled 1-10- have a box of number sentences- children to solve and put in the correct bag. Have a bag sheet for children to have a go at recording answers.</p>	<p>Weeks 1 and 2 Chn to use numberblocks to make new numberblocks using addition and subtraction- e.g. 7 and 3 go together to make 10. 7-3- 4 Children can then make own numberblocks with multilink. <i>Writing Opportunity: Can you design your own numberblock using two of the known numberblocks?</i> Vocab: addition, add, plus, subtraction, subtract, takeaway, minus, total, bigger, smaller, equals. Key Questions: What does your numberblock look like? How have you made your numberblock?</p> <p>Weeks 3 and 4 Children to have coloured ladybird templates and counters to work out  doubles. <i>Writing opportunity: Ladybird templates to make own double pictures.</i> Vocab: double, same, amount, addition. Key Questions: What does double mean? What happens to the total when we double? How do we work out doubles?</p> <p>Weeks 5 and 6 Children to share counters between caterpillars.</p>	<p>Weeks 1 and 2 2D shape hunt- 2D shapes hidden round, Children to find shapes hidden round the room and tick off when they have found one using clipboards and pre-printed sheet. Number games- incy wincy spider game <i>Writing opportunity: Write down names of shapes</i> Vocab: square, circle, triangle, rectangle, oval, hexagon, pentagon, edges, corners. Key Questions: What shapes can you find? Tell me about that shape. What does the shape remind you of?</p> <p>Weeks 3 and 4 Sort 3D shapes- hoops and variety of everyday objects/rubbish to be sorted by children's own criteria. Number games- ten green bottle game <i>Writing opportunity: Write down labels of how you have sorted shapes/names of shapes.</i> Vocab: faces, vertices, square, round, roll, triangle, curved, sphere, cube, cuboid, cylinder, cone, pyramid. Key Questions: How have you sorted the shapes? Tell me about the shapes. What does the shape remind you of? Can you see it anywhere in the room?</p> <p>Weeks 5 and 6 Coin sorting- with paper to make coin rubbings <i>Writing opportunity: Make a label to sell something</i> Vocab: money, spend, coins, 1p, 2p, 5p, 10p, sell, buy Key Questions: What do coins look like? How do you know which coin is which? How can you make?</p>	<p>Weeks 1 and 2 Children to draw round feet with shoes on and work together to make a 2s numberline. <i>Writing opportunity: write pattern of numbers counting in 2s.</i> Vocab: odd, even, digits Key Questions: Can you count in 2s? Do you notice a pattern when we count in 2s?</p> <p>Weeks 3 and 4 Children to make own lacing plates by writing numbers in 2s, 5s or 10s and making holes and then threading in order of numbers.  SKIP COUNTING  Lacing Plates  <i>Writing opportunity: Write numbers counting in 2s, 5s or 10s?</i> Vocab: pattern, digits Key Questions: Can you count in..? What do you notice about the pattern when you count in..?</p> <p>Weeks 5 and 6 Children have twenty tortoise game to work out how to make 20 using 6 numbers. <i>Writing opportunity: Write number sentences to make 20.</i> Vocab: addition, plus, add, total Key Questions: Can you make 20? What numbers have you used?</p>



Writing opportunity: Children to have own bag sheet to record number sentences.
Vocab: addition, add, plus, subtraction, subtract, takeaway, minus, total, bigger, smaller, equals.
Key Questions: How have you solved the number sentences?
 What happens to the total when we add/subtract?
 Can you record your own number sentences?



Writing opportunity: Make a picture to show how you have solved sharing.
Vocab: sharing, equal, halving
Key Questions: What does share mean?
 How have you shared?

Mathematics

Subitise to 3
 Recite numbers past 5
 Say one number for each item in order: 1,2,3,4,5
 Know the last number reached when counting a small set of objects tells you how many there are in total- cardinal principle
 Show finger numbers to 5
 Link numerals to amounts
 Experiment with own symbols and marks as well as numerals
 Solve real world mathematical problems with numbers up to 5
 Compare quantities using language 'more' and 'fewer'
 Talk about and explore 2D and 3D shapes using informal and mathematical language
 Understand position through words alone
 Make comparisons between objects relating to size, length, weight and capacity
 Select shapes appropriately
 Combine shapes to make new ones
 Talk about and identify patterns around them
 Extend and create ABAB patterns and notice and correct errors in repeating patterns

Count objects, actions and sounds
 Subitise
 Link numeral with cardinal value
 Count beyond 10
 Compare numbers
 Understand 'one more'/'one less'
 Explore composition of numbers to 10
 Automatically recall number bonds for numbers 0-10
 Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 Compose and decompose shapes so that children recognise a shape can have other shapes within it
 Continue, copy and create repeating patterns
 Compare length, weight and capacity




Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Small World Area Planning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 Children to have own mini-me in the small world area. Children to create own stories using set up scenes e.g. school etc <i>Writing opportunity: Write name and setting</i> Vocab: imagination, creativity, role play, roles, conversations, characters Key Questions: What is your character saying? Where is your character? What story is happening?</p> <p>Weeks 3 and 4 Happyland small world Give children choices of happyland small world structures. <i>Writing opportunity- Draw character that is your favourite and write their name.</i> Vocab: imagination, creativity, role play, roles, conversations, characters Key Questions: What is your character saying? Where is your character? What story is happening?</p> <p>Weeks 5 and 6 Pirate ship small world- Children given pirates and pirate ship small worlds <i>Writing opportunity- Write what the pirate is saying.</i> Vocab: pirate, mast, sail, ship, treasure, jewels, parrot, telescope Key Questions: What could the pirates be doing? What might they say? What might happen in the story?</p>	<p>Weeks 1 and 2 Children to make own small world using loose parts <i>Writing opportunity: Write what the character is saying/about the world set up</i> Vocab: imagination, creativity, role play, roles, characters, setting, scenes, conversations, dialogues. Key Questions: What have you set up and why? Who are your characters? What is happening?</p> <p>Weeks 3 and 4 Yellow door small world stuff to make own small worlds to retell traditional tales. <i>Writing opportunity: Draw a picture of character and write about them.</i> Vocab: cottage, characters, words specific to stories e.g. just right, huffed and puffed etc. Key Questions: Can you retell the story of? What are the characters saying? What are the characters like and why e.g. good/bad etc.</p> <p>Weeks 5 and 6 Christmas small world <i>Writing opportunity: Speech bubble and write what character is saying.</i> Vocab: sleigh, Christmas, presents, gifts, Rudolph, reindeer, decorations, North Pole, traditions. Key Questions: What might Father Christmas say? What will happen in your story? Can you retell any familiar Christmas stories?</p>	<p>Weeks 1 and 2 Castle and dragon small world. Children to add to small world using loose parts. <i>Writing opportunity: adjectives to describe castle/dragon</i> Vocab: castle, tunnels, drawbridge, turrets, scales, teeth, claws, wings Key Questions: Can you use the loose parts to add to the small world? What might you add and why? What will happen in your story?</p> <p>Weeks 3 and 4 Children to make own small world using loose parts <i>Writing opportunity: Write what the character is saying/about the world set up</i> Vocab: imagination, creativity, role play, roles, characters, setting, scenes, conversations, dialogues. Key Questions: What have you set up and why? Who are your characters? What is happening?</p> <p>Weeks 5 and 6 Vet small world and using littlest pet shop toys <i>Writing opportunity: Writing medical notes for pets.</i> Vocab: pets, medicine, injection, names of pets, care, procedure Key Questions: What is wrong with the animal? What will the vet do to help them?</p>	<p>Weeks 1 and 2 Under the sea small world- children to use loose parts to add to world. <i>Writing opportunity: Write a description of under the sea creatures.</i> Vocab: fish, lobsters, crabs, sharks, specific under the sea creatures Key Questions: Can you use the loose parts to add to the small world? What might you add and why? What will happen in your story?</p> <p>Weeks 3 and 4 Children to make own small world using loose parts <i>Writing opportunity: Write what the character is saying/about the world set up</i> Vocab: imagination, creativity, role play, roles, characters, setting, scenes, conversations, dialogues. Key Questions: What have you set up and why? Who are your characters? What is happening?</p> <p>Weeks 5 and 6 Hungry caterpillar small world using knitted props. <i>Writing opportunity: Write about favourite part of story</i> Vocab: chrysalis, cocoons, butterfly, caterpillar, metamorphosis, symmetrical Key Questions: Can you retell the story using the props? What bit did you like the most and why?</p>	<p>Weeks 1 and 2 Farm Happyland- Children to have farm happyland set up but also farm figures to set up own farms. <i>Writing opportunity: Make some signs for the farm.</i> Vocab: specific animals, stable, hutch, sty, coop, barn, run, pond Key Questions: What have you set up and why? Who are your characters? What is happening?</p> <p>Weeks 3 and 4</p>  <p>Superhero Small World</p>  <p>Superhero small world to be set up in tray. <i>Writing opportunity: Write a sentence about what is happening in story</i> Vocab: superhero, powers, enemies, gadgets, rescue Key Questions: Who are your characters? What is happening?</p> <p>Weeks 5 and 6 Children to extend superhero small world with their own ideas. <i>Writing opportunity: Write your story down to go in the book corner.</i> Vocab: imagination, creativity, role play, roles, characters, setting, scenes, conversations, dialogues. Key Questions: What have you set up and why?</p>	<p>Weeks 1 and 2 Dinosaur small world to be set up for the children. Children can then extend this using loose part pieces. <i>Writing opportunity: Dinosaur speech bubbles.</i> Vocab: dinosaur names, habitat, swamp, marsh, volcano, desert, jungle, mountain, foliage, fern, herbivore, carnivore, omnivore Key Questions: What might your dinosaurs say to each other? Tell me about the setting your dinosaur lives in? I wonder what would happen if ? happens.</p> <p>Weeks 3 and 4</p>  <p>Football small world to be set up. <i>Writing opportunity: Write match report.</i> Vocab: pitch, turf, goal, posts, centre spot, penalty, players, goal keeper, referee Key Questions: What happens in the match? I wonder what would happen if ? happens?</p> <p>Weeks 5 and 6 Children to make own small world using loose parts <i>Writing opportunity: Write your story down to go in the book corner.</i> Vocab: imagination, creativity, role play, roles, characters, setting, scenes, conversations, dialogues. Key Questions: What have you set up and why? Who are your characters?</p>

				Who are your characters? What is happening?	What is happening?
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Expressive Art and Design

<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings</p>	<p>Develop storylines in their pretend play</p>
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<p style="text-align: center;">Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<p style="text-align: center;">Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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Construction Area Planning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 Duplo- children to make their house using duplo <i>Writing opportunity- design home</i> Vocab: plan, duplo, bricks, home, flat, house, chimney, windows, roof. Key Questions: How do we get the bricks to stay together? Tell me about your model. What do you need on your house?</p> <p>Weeks 3 and 4 Children to use lego/sticklebricks and carpet tiles to make a model of themselves. <i>Writing opportunity: Make a plan of model and model.</i> Vocab: head, shoulders, arms, hands, fingers, body, legs, feet, toes, eyes, ears, mouth, nose. Key Questions: How will you make...? Is that the best material to use? How could you change your model?</p> <p>Weeks 5 and 6 Children to use duplo/lego to make a pirate ship. <i>Writing opportunity: Design a pirate ship and label key parts.</i> Vocab: boat, ship, sail, mast, cannon, plank, steering wheel, anchor, sea</p>	<p>Weeks 1 and 2 Children to explore all construction materials to find the best material to make a house that will not get blown down. <i>Writing opportunities: Plan and label model.</i> Vocab: strongest, sturdy, supported, weak, structure, foundation Key Questions: What will the best material be and why? Why did your house fall down? How can you make your house stronger?</p> <p>Weeks 3 and 4 Children to use explore construction materials to make a bridge for the Billy Goats. <i>Writing opportunity: Design and label.</i> Vocab: strongest, sturdy, supported, weak, structure, foundation Key Questions: What will the best material be and why? How can you make your bridge sturdy? How can you make your bridge stronger?</p> <p>Weeks 5 and 6 Make a Nativity Scene- stable and characters.</p>	<p>Weeks 1 and 2 Children to explore construction materials to make a dragon cave. <i>Writing opportunity: Design a cave and write labels.</i> Vocab: dark, gloomy, damp, join, stack, entrance, enclose Key Questions: How can you make your cave? What will you use to make it enclosed/make entrance? How many dragons will fit in the cave?</p> <p>Weeks 3 and 4 Children to explore construction materials to make a dragon. <i>Writing opportunity: Design and plan a dragon Evaluate models.</i> Vocab: wings, fire, tail, teeth, scales, claws Key Questions: Tell me about the parts of the dragon? What materials have you used and why?</p> <p>Weeks 5 and 6 Get out builder's role play things and children to decide what to make using different construction materials. Introduce higher order thinking construction kits e.g. kinex, wood and plastic mechano. <i>Writing opportunity: List of materials needed.</i></p>	<p>Weeks 1 and 2 Make an under the sea creature using construction materials. <i>Writing opportunities- Write a speech bubble of what sea creature might say.</i> Vocab: tentacle, scales, jellyfish, octopus, seahorse, lobster, clam Key Questions: What will your sea creature look like? Tell me about the parts of your sea creature?</p> <p>Weeks 3 and 4 Make a hungry caterpillar and all the pieces of food to go with it to act out the story. <i>Writing opportunity- make a list of food for the caterpillar.</i> Vocab: chrysalis, cocoons, butterfly, caterpillar, metamorphosis, symmetrical Key Questions: What happens in the story? Did you find anything difficult? What did you do about it?</p> <p>Weeks 5 and 6 Get out builder's role play things and children to decide what to make using different construction materials. Introduce higher order thinking construction kits e.g. kinex, wood and plastic mechano. <i>Writing opportunity: List of materials needed.</i></p>	<p>Weeks 1 and 2 Make a home for farm animal <i>Writing opportunity: make a sign for home.</i> Vocab: stable, hutch, sty, coop, barn, run, pond Key Questions: What home have you made and which animal lives there? How have you made your structure secure?</p> <p>Weeks 3 and 4 Make a superhero gadget <i>Writing opportunity: Write a description of what the gadget does.</i> Vocab: gadget, cape, mask, helmet, watch, powers, badge, disguise, superhero Key Questions: What does your gadget make you do? How does it work?</p> <p>Weeks 5 and 6 Get out builder's role play things and children to decide what to make using different construction materials. Introduce higher order thinking construction kits e.g. kinex, wood and plastic mechano. <i>Writing opportunity: List of materials needed.</i> Vocab: build, construct, drill, hammer, screw, bash, hard hat, foreman, high visibility, protective clothing Key Questions: What will you make?</p>	<p>Weeks 1 and 2 Make a habitat for a dinosaur. Make a dinosaur to go in it. <i>Writing opportunity- Describe habitat</i> Vocab: habitat, swamp, marsh, volcano, desert, jungle, mountain, foliage, fern, herbivore, carnivore, omnivore Key Questions: How can you make your dinosaur fit in the habitat? Why have you made your habitat in the way you have?- link to what dinosaur eats etc.</p> <p>Weeks 3 and 4 Make a bear cave <i>Writing opportunity: Write a description of cave?</i> Vocab: dark, gloomy, damp, join, stack, entrance, enclose Key Questions: How can you make your cave? What will you use to make it enclosed/make entrance? How many dragons will fit in the cave?</p> <p>Weeks 5 and 6 Get out builder's role play things and children to decide what to make using different construction materials. Introduce higher order thinking construction kits e.g. kinex, wood and plastic mechano. <i>Writing opportunity: List of materials needed.</i></p>

<p>Key Questions: What parts will your boat need? Will your boat float or sink? How many people will your boat need?</p>	<p><i>Writing opportunity: Design and write labels</i> Vocab: strongest, sturdy, supported, weak, structure, foundation Key Questions: What will the best material be and why? How can you make your scene sturdy?</p>	<p>Vocab: build, construct, drill, hammer, screw, bash, hard hat, foreman, high visibility, protective clothing Key Questions: What will you make? How will you make it? Evaluate your designs How can you improve your work?</p>	<p>Vocab: build, construct, drill, hammer, screw, bash, hard hat, foreman, high visibility, protective clothing Key Questions: What will you make? How will you make it? Evaluate your designs How can you improve your work?</p>	<p>How will you make it? Evaluate your designs How can you improve your work?</p>	<p>Vocab: build, construct, drill, hammer, screw, bash, hard hat, foreman, high visibility, protective clothing Key Questions: What will you make? How will you make it? Evaluate your designs? How can you improve your work?</p>
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Expressive Art and Design

<p>Take part in simple pretend play, using an object to represent something else even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings Explore materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures</p>	<p>Develop storylines in their pretend play</p>
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Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Malleable Materials Area Planning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 Playdough- Children to be given playdough and rolling pins, cutters to explore <i>Writing opportunity: post it note for model made.</i> Vocab: poke, smell, feel, touch, soft, squish, roll, cut Key Questions: What does the playdough feel/smell like? What can you do with the playdough? What will you make?</p> <p>Weeks 3 and 4 Shaving foam and mixing paint- shaving foam in small trays, children to have small pots of paint to using pipettes to mix in colours. <i>Writing opportunity: Write about scent/texture of foam</i> Vocab: mix, swirl, soft, foam, colours Key Questions: I wonder what would happen if you mix the colours? What colours can you make?</p> <p>Weeks 5 and 6 Gloop in small trays for children to explore. <i>Writing opportunity: Write what the gloop reminds you of.</i> Vocab: liquid, solid, gloop, silky, moving, texture, Key Questions: describe what the gloop feels like. What does the gloop remind you of? How can we change the texture of the gloop?</p>	<p>Weeks 1 and 2 Firework writing in glitter trays with fingers/ brushes <i>Writing opportunity: Write the noises of fireworks</i> Vocab: pop, crackle, whizz, spiral, swirl, splatter, noises of fireworks. Key questions: Have you seen any fireworks? What shapes will they make? What tools are best to make the patterns that fireworks make?</p> <p>Weeks 3 and 4 Playdough gingerbread men- cinnamon and ginger scented playdough. Children to use cutters to make own gingerbread men and then decorate using buttons etc. <i>Writing opportunity: Write what your gingerbread man would say.</i> Vocab: scent, cinnamon, ginger, cut, fragrance, decorate, embellish Key Questions: What does the playdough smell like? What will your gingerbread man look like? What will he say?</p> <p>Weeks 5 and 6 Salt dough Christmas decorations using Christmas cutters and children to think of own designs. <i>Writing opportunity: Design a decoration and write about it</i> Vocab: cutters, design, salt dough, angel, Christmas vocabulary Key Questions: What will you make? How will you make it? What happens to the dough as it dries?</p>	<p>Weeks 1 and 2 Clay dragons- Children to explore clay to make a dragon model. <i>Writing opportunity: Describe the dragon model</i> Vocab: slip, join, mould, hatch, cross, solid. Key Questions: How will you make your dragon? What parts will it need? How will you join parts together? How will the clay dry?</p> <p>Weeks 3 and 4 Scented playdough- children to explore different playdough scents e.g. chocolate, orange, mint, coffee <i>Writing opportunity: Write what the scent reminds you of</i> Vocab: scent, fragrance, smell Key Questions: What does your dough smell like? What do you think it has been fragranced with? What does it remind you of?</p> <p>Weeks 5 and 6 Making own playdough- children to have access to a basic recipe and ingredients to make own playdough using cold water. <i>Writing opportunity: Write own recipe.</i> Vocab: Recipe, instructions, procedure, method, ingredients, utensils, equipment, cup Key Questions: How have you made your playdough? Has it been successful? What would you change next time?</p>	<p>Weeks 1 and 2 Frozen and normal waterbeads to explore with a range of capacity equipment. <i>Writing opportunity: Describe the feeling of the waterbeads.</i> Vocab: frozen, ice, freezing, jelly, wobbly, squishy, texture, capacity vocab. Key Questions: How are the waterbeads different? Describe the texture. Tell me about the capacity of the container.</p> <p>Weeks 3 and 4 Cloud dough <i>Writing opportunity: Write how the dough is different to normal playdough.</i> Vocab: powdery, texture, soft Key Questions: How is the dough different? What can you make using this dough? What is this dough best for?</p> <p>Weeks 5 and 6 Snap dough <i>Writing opportunity: Write how the dough is different to normal playdough.</i> Vocab: snap, bendy, pliable, stretch Key Questions: How is the dough different? What can you make using this dough? What is this dough best for?</p>	<p>Weeks 1 and 2 Farm clay animals <i>Writing opportunity: Describe model made</i> Vocab: slip, join, mould, hatch, cross, solid. Key Questions: How will you make your animal? What parts will it need? How will you join parts together? How will the clay dry?</p> <p>Weeks 3 and 4 Plastercine superhero models <i>Writing opportunity: Write a speech bubble for superhero</i> Vocab: mould, colours, join, smooth, combine Key Questions: What does plastercine feel like? How have you made the model?</p> <p>Weeks 5 and 6 Frozen superheroes in ice and jelly- different ways to rescue them e.g. salt, warm water etc. <i>Writing opportunity: Imagine who kidnapped the superheroes. How did they do it?</i> Vocab: melt, frozen, water, trickle, pipette. Key Questions: What is the most effective way to rescue the superheroes? I wonder if there are any other ways?</p>	<p>Weeks 1 and 2 Dinosaur salt dough fossils- children to have real dinosaur bones and fossils to compare <i>Writing opportunity: Write about bones made.</i> Vocab: bones, fossils, intricate, delicate, join, fuse Key Questions: Describe how you have made your fossil. What are fossils? How have you made sure you have been careful?</p> <p>Weeks 3 and 4 Making own playdough- children to have access to a basic recipe and ingredients to make own playdough using cold water. <i>Writing opportunity: Write own recipe.</i> Vocab: Recipe, instructions, procedure, method, ingredients, utensils, equipment, cup Key Questions: How have you made your playdough? Has it been successful? What would you change next time?</p> <p>Weeks 5 and 6 Children to use imagination to make own playdough bears. <i>Writing opportunity: Describe model made</i> Vocab: mould, join, squish, body, head, ears, features Key Questions: How will you make your bear? What parts will it need? How will you join parts together?</p>

Activities within this link to Physical Development and fine motor skills as well as Expressive Art and Design

Use one handed tools and equipment
Use comfortable grip with good control when holding pens and pencils
Show a preference for a dominant hand

Develop the foundations of a handwriting style which is fast, accurate and efficient

Fine Motor Skills


- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Develop their own ideas and then decide which materials to use to express them
Join different materials and explore different textures

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Undercover Area Enhancements

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Weeks 1 and 2 -Mr Men masks -tweezers and pom poms in tuff tray</p>  <p>Weeks 3 and 4 - chalk to draw round feet with rulers/multilink to measure. -Making own sensory bottles in tough tray</p> <p>Weeks 5 and 6 -digging for gold coins with advertising logos on -making pirate ships- deconstructed role play -capacity- in water tray -gloop in tough tray</p>	<p>Weeks 1 and 2 -tuff- explore oats- capacity -Traditional tale masks</p> <p>Weeks 3 and 4 -large story maps in tuff tray -pictures of characters in art area</p> <p>Weeks 5 and 6 -mini Christmas trees in tuff tray to decorate. -letters to be written to Father Christmas- wrap presents and make a post office outside.</p>	<p>Weeks 1 and 2 -make a cave- how many people fit inside and make labels for it- den making -tuff tray- make own jigsaws</p> <p>Weeks 3 and 4 -reading- cvc words and match with pictures -instructions in mud kitchen rules (children to make own rules too) -building towers and making safety posters.</p> <p>Weeks 5 and 6 -tuff tray road map with vehicles etc for mark making- extend to painting using tyres for printing. -rules in sand pit for children to read- sensible and silly rules.</p>	<p>Weeks 1 and 2 Act out a lifecycle of a butterfly or the story of the Hungry caterpillar using masks. Tuff tray: paper chain caterpillar.</p> <p>Weeks 3 and 4 Under the sea Tuff tray: different under the sea habitats. Seaweed, shells, sand, rocks, little containers of water.</p> <p>Weeks 5 and 6 Under the sea fact file: Big containers of water with laminated fish: Children to fish and then write a fact file describing the animal. Use plastic pouches to trace round animal.</p>	<p>Weeks 1 and 2 Tuff tray: Pictures of Mummy's and babies animals. Children to match animals. Animal homes match as well.</p> <p>Weeks 3 and 4 Different household items. Washing up gloves, kitchen utensils. Children to use imagination to create a superpower using these items.</p> <p>Weeks 5 and 6 Superhero Sentence hunt. Small sentences- superhero vision (3d glasses) Make a scarecrow Tuff tray: looking after an animal- brushes, washing, make pretend food- straw</p>	<p>Weeks 1 and 2 -bug viewers in tuff tray</p> <p>Weeks 3 and 4 -Bear hunt tuff tray</p> <p>Weeks 5 and 6 -set up teddy bear's picnic in tuff tray</p>