

Meltham Moor Primary School – Reception Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and My World	Colour, Light and Celebrations	Dream Big	Explore the Wider World	How Does your Garden Grow?	Are We Nearly There Yet?
School Value	Love of Learning		Aspiration	Compassion	Resilience	Confidence
Experiences and Hooks	Painting a self-portrait Pizza Faces Parent Craft day Family photo sharing Walk to local church and library	Baking a special cake Nativity performance Class party 'The Snail' Art Visitors from various cultures/religions	Perform a song or story – video Visit from Firefighters/Police Icy and snowy days if the weather Superhero HQ role play People Who help us role play Visit to the village and a church if possible.	Visit from Dogs Trust Small animal handling/Farm visit Making pancakes – Pancake Day Making own habitats and houses	Planting sunflower seeds Growing caterpillars to butterflies Exploring woodland and minibeasts Exploring vegetables and cooking them	Space roleplay Transport visit Den building Loose parts large scale construction Wheels Day Transition activities Sharing of work afternoon
Core Books Fiction / non-fiction/poetry	3 Little Pigs Starting School The Colour Monster/The colour of happy My skin Your skin The family book Once there were Giants In Every House on Every Street The homes we live in Me on the map	Pick a Pumpkin Mixed The Princess and The Wizard Night Monkey Day Monkey The owl who was afraid of the dark Sparks in the sky Dipal's Diwali Diwali non-fiction Matisse's Magical Trail The Nativity story The Snowman	Think Big Traditional Tales People Who Help us series Supertato series Animals in Winter Poles Apart First Animal Encyclopedia: Polar Animals The Great Race Dragon Dance Major Glad and Major Dizzy	Billy Goats' Gruff Mr Wolf's pancakes Mama Panya's Pancakes We all went on safari What the ladybird heard The Odd Egg Rashad's Ramadan and Eid-al-Fitr Story of Easter Somebody swallowed Stanley	Jack and the Beanstalk The Tiny Seed The Growing Story Eddie's garden and how to make things grow Lunchbox: The Story of Your Food Oliver's Vegetables The hungry caterpillar Caterpillar to Butterfly Tad	The Naughty Bus The 100 Decker Bus The train ride The boy who loved maps On the Moon Toys in Space Goodnight Spaceman My Pirate Mums The Night Pirates Noah's Ark
Poetry Basket	<ul style="list-style-type: none"> Chop, Chop, Choppity Chop 	<ul style="list-style-type: none"> Pointy Hat Breezy Weather 	<ul style="list-style-type: none"> Let's Put on Our Mittens 	<ul style="list-style-type: none"> A Little House Hungry Birdies 	<ul style="list-style-type: none"> A Little Seed I have a Little Frog 	<ul style="list-style-type: none"> Thunderstorm Traffic Lights*

	<ul style="list-style-type: none"> Leaves are Falling Cup of Tea 		<ul style="list-style-type: none"> I Can Build A Snowman Carrot Nose Popcorn 	<ul style="list-style-type: none"> Mrs Bluebird 	<ul style="list-style-type: none"> Pitter Patter A Little Shell 	<ul style="list-style-type: none"> Down at the Station* The Big Ship sails*
Core Artist	Giuseppe Archimboldo - portraits	Matisse – The Snail	Paul Klee	Hundertwasser	Van Gogh – Sunflowers and Waterlilies	Joan Miro
Core musical piece		In The Hall of the Mountain King - Grieg		Carnival of the Animals - Sanzone		Mars (from The Planets) Gustav Holst
Core Vocabulary focus	Me, belong Family, home, community, safe, school, friend, same, different, grow, change	Celebrate Colour words Diwali Christmas Hannukah Festival together, collage, religion, Christian, Hindu, Jew	aspiration / aspire; job; uniform; work; keyworker; Arctic and Antarctic; climate; adapted; habitat; lunar; tradition; past; present; history; legend; Asia	Animal Habitat Growth Live Animal names Words to describe and categorise animals Woodland, sea, forest, desert, river Change, house, home, village, town, city, build, construct	Growing Changing Vegetable names Cook Develop Metamorphosis Insect and plant names Stalk, root, leaf, flower, soil	Explore Journey, Vehicle, transport, travel, ticket, itinerary, destination, place,
Our Community – events and dates	Autumn Fair Harvest Festival Parents Evening	Remembrance Day Diwali Bonfire Night Hannukah Christmas	Lunar New Year Children’s Mental Health Week Paired Reading Event with Yr 3	Pancake Day World Book Day Mother’s Day Lent and Easter Ramadan Comic Relief	Anti-Bullying Day Platinum Jubilee Meltham Memories Eid	Father’s Day One World Week Sports Day

Communication and Language

	<ul style="list-style-type: none"> • Be able to sit and listen for a short carpet time. • Be able to describe a familiar family experience to another person. • Be able to greet an adult at school appropriately. • Listen to a story and answer simple questions • Learn 3 new poems that they can recite in a group. • Answer a simple question using a full sentence with 4/5 key words where appropriate. • Use one new vocabulary word per week in context. 	<ul style="list-style-type: none"> • Sit and listen to a longer story and answer some questions about it. • Use full sentences to answer questions about their play with an adult when modelled. • Be able to use social phrases when playing with a friend. • Explain what they think might happen in the context of a story. • Be able to ask a question about a story they are going to read. • Identify some words that rhyme in a song or patterned story. • Begin to complete the words in key stories that have been regularly read. • Be able to recite this term's poems 	<ul style="list-style-type: none"> • Be able to retell a simple, familiar story when using props in their play e.g. small world. • Hold longer back and forth conversations with an adult on a topic of interest to the child. • Offer an answer in a whole class or small group situation using appropriate vocabulary. • Answer simple questions in context • Describe family events in detail • Use talk to solve a problem with adult support. • Continue to build a repertoire of songs, poems and stories that they can sing / tell. • Come up with questions that they would like to find the answer to. 	<ul style="list-style-type: none"> • Engage in a small group or whole class activity demonstrating good listening skills. • Engage in conversation with a peer on a topic of interest, beginning to use longer sentences. • Describe events that have happened in detail to someone who wasn't there. • Use a wider range of connectives orally – and / but/ so / then / because • Talk about and begin to compare familiar stories with adult support e.g. favourites, characters, themes. • Comment on their reading and what they have enjoyed about texts. Discuss their library 	<ul style="list-style-type: none"> • With adult support, discuss their views on a topic. • Ask questions about what might happen in stories, learning or events that are happening. • Use well-formed sentences when talking about their learning or events that have happened when holding a conversation. • Connect ideas together when talking using a range of connectives. • Solve problems with peers, using talk confidently to explore possibilities. • Retell a story that they are familiar with to a small audience of their peers. • Compare stories with some confidence. 	<ul style="list-style-type: none"> • Demonstrate active listening and engagement in whole class, group and one-to-one discussions through actions or comments. • Retell a story using their own words • Ask questions about things that happen. • Hold a conversation with someone unfamiliar about a topic they are confident with. • Use the vocabulary which they have learnt to talk about why things might happen. • Use past, present and future tenses and use conjunctions with support. • Use the vocabulary taught each week in context.
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		<p>chorally in a group.</p> <ul style="list-style-type: none"> • Be able to sing some familiar Christmas songs independently. • Be able to use the connectives and /but / because in a sentence to connect ideas. • Use the vocabulary taught each week in context. 	<ul style="list-style-type: none"> • Use the vocabulary taught each week in context. 	<p>choices confidently.</p> <ul style="list-style-type: none"> • Retell a story that has been taught using a story map. • Continue to build a repertoire of songs, poems and stories. • Use the vocabulary linked to new learning to talk about non-fiction books. • Answer questions using all question words. • Use the vocabulary taught each week in context. 	<ul style="list-style-type: none"> • Use the vocabulary taught each week in context. 	
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Personal, Social and Emotional Development

	<ul style="list-style-type: none"> • Be able to describe some things they like and dislike • Name some basic emotions in themselves and start to talk about how they can change them. • Understand and follow the hygiene rules in school and 	<ul style="list-style-type: none"> • Be able to talk about some things and people that are special to them. • Talk about a problem they have had and come up with ways to solve it with support. • Listen to an adult in a small group 	<ul style="list-style-type: none"> • Know that New Year is a time for setting goals and new challenges and set simple goals for themselves. • Talk about times they have kept trying. • Know some ways to solve a problem with a friend. 	<ul style="list-style-type: none"> • Begin to recognise that sometimes we have to wait for things / work towards them and show this quality. • Listen to the ideas of others and take them into account when working in a small group. 	<ul style="list-style-type: none"> • Describe some emotions and ways that they can begin to manage them. • Give examples of how others might feel in relation to a story. • Work in a small group with children who are not close friends 	<ul style="list-style-type: none"> • Explain how someone might feel in a situation and give ways to help them resolve it. • Cooperate with friends, turn take and solve problems that arise. • Explain class rules, follow them and explain
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	<p>explain why they are important.</p> <ul style="list-style-type: none"> • Make a new friend and play with them. • Follow simple instructions 	<p>and respond appropriately.</p>	<ul style="list-style-type: none"> • Know some ways to keep healthy e.g. dentist, doctors • Describe some additional emotions e.g. jealousy • Listen to adults and follow multi-step instructions 	<ul style="list-style-type: none"> • Be able to talk about their friends and things that are the same and different. 	<p>with adult support.</p> <ul style="list-style-type: none"> • Follow instructions given individually and in whole class situations. • Focus attention on a task and respond appropriately. • Know how to look after their body through healthy eating • Identify and name some healthy foods. • Work with a partner to play a ball game in PE • Listen to a story about the NSPCC PANTS rule and be able to talk about how to keep their bodies safe. 	<p>why they are important.</p> <ul style="list-style-type: none"> • Manage all personal hygiene needs independently and explain why they are important. • Know some ways to keep safe when travelling e.g. road safety, car safety. • In PE, learn how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. • Show resilience when faced with challenges.
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Physical Development						
Gross Motor	<p>Get Set 4 PE – Introduction to PE 1</p> <ul style="list-style-type: none"> Follow basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. Begin to develop fundamental movement skills such as running, jumping, skipping. <p>In provision:</p> <ul style="list-style-type: none"> Be able to move in a variety of ways e.g. jumping, running, skipping Balance on a range of different equipment with confidence. Sit at a table or on the carpet with good posture Be able to line up successfully with adult support. 	<p>Get Set 4 PE – Dance 1</p> <ul style="list-style-type: none"> Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. Count to help them keep in time with the music. <p>In provision:</p> <ul style="list-style-type: none"> Be able to negotiate equipment as part of a group, paying attention to direction, speed and other obstacles. Balance on a range of different equipment with confidence. 	<p>Get Set 4 PE – Fundamentals of PE 1:</p> <ul style="list-style-type: none"> Demonstrate balance. Negotiate space safely Use movement skills with developing balance and co-ordination. <p>In provision:</p> <ul style="list-style-type: none"> Be able to throw balls and other throwing equipment into targets at different heights and differences. Show good control of movement when stopping or changing direction 	<p>Get Set 4 PE – Gymnastics 1</p> <ul style="list-style-type: none"> Explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. Show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. Copy create, remember and repeat short sequences. Begin to understand using levels and directions when traveling and balancing. <p>In provision:</p> <ul style="list-style-type: none"> Be able to move in a variety of ways e.g. jumping, running, skipping Be able to pedal a bike on a flat surface 	<p>Get Set 4 PE – Ball Skills 1</p> <ul style="list-style-type: none"> Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. <p>In provision:</p> <ul style="list-style-type: none"> Be able to use a bat and ball Demonstrate control of movement when dancing 	<p>Get Set 4 PE – Games 1</p> <ul style="list-style-type: none"> Practise and further develop fundamental movement skills e.g. balance, strength, coordination, through games. Learn how to score and play by the rules. Move energetically and further build on spatial awareness, agility, balance and coordination <p>In provision:</p> <ul style="list-style-type: none"> Be able to use a bat and ball Demonstrate control of movement when dancing

<p>Fine Motor</p>	<ul style="list-style-type: none"> • Develop fine motor skills to manipulate small world toys and small construction e.g. Lego. • Begin to develop appropriate grip and pencil control using a range of mark making tools • Be able to copy a line pattern e.g. zigzags, waves, steps in sand or on paper. • To mark make using different shapes • To thread a range of objects of varying sizes successfully. • To begin to copy letters • 	<ul style="list-style-type: none"> • To begin to use anticlockwise movement and retrace vertical lines • To hold scissors correctly and cut along a straight and zigzagged lines • To use a tripod grip when using mark making tools • To accurately draw lines, circles and shapes to draw pictures • To write taught letters using correct formation • Complete jigsaws and puzzles manipulating pieces independently. • Use a knife and fork with increasing independence in the dinner hall. 	<ul style="list-style-type: none"> • To begin to use anticlockwise movement and retrace vertical lines • To continue to develop hand strength to manipulate tweezers, pegs and other tools successfully. • To use a tripod grip when using mark making tools • To hold scissors correctly and cut along a curved line with assistance if needed. 	<ul style="list-style-type: none"> • To sit at a desk and mark make with correct posture. • To hold scissors correctly and cut out large shapes • To use the correct grip and manipulate tools appropriately. • To write letters using the correct letter formation and control the size of letters 	<ul style="list-style-type: none"> • To mark make successfully using a wide range of tools and objects appropriate to the task undertaken. • To be able to follow a guided set of instructions to create artwork • To use tools to create more detailed patterns or marks. • To be able to cut successfully using standard scissors for a range of purposes e.g. string, paper of different thicknesses. 	<ul style="list-style-type: none"> • To use a range of tools, activities and cutlery independently, to achieve the results required. • To be able to form letters independently using the correct size and formation in order to write. • To draw a picture with detail and clarity to depict a self-chosen image.
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Literacy						
	See the typical phonics journey for details on the progression of phonic knowledge taught in each week / term.					
	<ul style="list-style-type: none"> • Enjoy listening to a range of stories and poems to spark a love of reading. • With an adult, read relevant non-fiction books related to topic. • Know what an author and illustrator are. • Begin to notice differences between fact and fiction (e.g photos, headings, contents) • Read individual letters that have been taught by saying the correct phoneme. • Begin to blend phonemes together to form words. • Read some Phase 2 Common Exception Words (CEW). • Begin to read captions. • Write and markmake for 	<ul style="list-style-type: none"> • Enjoy listening to a range of stories and poems to spark a love of reading. • Begin to name some differences between fiction and non-fiction. (e.g photos, headings, contents) • Read individual letters, digraphs and trigraphs that have been taught by saying the correct phoneme. • Blend to read CVC words. • Read all Phase 2 CEW and some high-frequency words. • Begin to read captions / sentences. • Write and markmake for different purposes e.g. draw a story map and label • Segment sounds in CVC words and match phoneme 	<ul style="list-style-type: none"> • Enjoy listening to a range of stories and poems to spark a love of reading. • Name some features of non-fiction texts e.g. contents, index. • Read individual digraphs and trigraphs that have been taught by saying the correct phoneme. • Begin to read longer words with 2 syllables and words ending in s. • Read simple texts containing the graphemes and common exception words that they know with some fluency. • Answer simple questions about what they have read. • Write and markmake for different 	<ul style="list-style-type: none"> • Enjoy listening to a range of stories and poems to spark a love of reading. • Use non-fiction books to find out more about a topic of interest. • Read the digraphs and trigraphs that have been taught and blend to read words. • Read multi-syllabic words by blending each syllable and then joining them. • Read short sentences with increasing fluency. • Talk about what they have read. • Make simple predictions in stories. • Write and markmake for different purposes e.g. write a sentence about a story 	<ul style="list-style-type: none"> • Enjoy listening to a range of stories and poems to spark a love of reading. • Use non-fiction books to find out more about a topic of interest. • Read words containing the sounds that they know and the common exception words in order to read short sentences. • Begin to read sentences back to increase fluency. • Read words that have CCVC and CVCC letter patterns • Read back individual words that have been written to check them. • Talk about what they have read and recount what has happened so far. 	<ul style="list-style-type: none"> • Enjoy listening to a range of stories, non-fiction texts and poems to spark a love of reading • Extract information when sharing or reading independently non-fiction texts that they can talk about with others. • Retell stories that they have learnt. • Make predictions about what might happen next in a story. • Talk about the stories that they have read and that have been read to them. • Use vocabulary introduced in the context of stories and other texts. • Read aloud an appropriately matched text by using phonic

	<p>different purposes e.g. draw pictures and label</p> <ul style="list-style-type: none"> • Begin to write CVC words using at least initial letter sound. • Begin to segment the sounds in CVC words • Begin to form letters correctly. 	<p>to grapheme to write (at least initial and final although medial may still be insecure)</p> <ul style="list-style-type: none"> • Be developing correct letter formation. 	<p>purposes e.g. add captions or sentences to a picture, write a list</p> <ul style="list-style-type: none"> • Segment and write CVC words with growing confidence. • Begin to form a sentence that they want to write in their heads. • Segment sounds in longer words and match phoneme to grapheme to write them. 	<ul style="list-style-type: none"> • Use phonic knowledge to segment and write words. • Write simple captions or sentences where an adult has dictated the sentence. • Read back individual words that have been written to check them. • Form more letters accurately. 	<ul style="list-style-type: none"> • Write and markmake for different purposes e.g. write sentences for different purposes • Make simple predictions in stories. • Use phonic knowledge to segment and write words. • Write simple captions or sentences with adult support • Re-read their work with adult support. • Begin to form capital letters accurately. 	<p>knowledge and blending.</p> <ul style="list-style-type: none"> • Read all the Phase 2 and 3 CEW. • Write for a range of purposes using the phonics that they know. • Write simple captions or sentences that can be decoded by others. • Re-read their own work and check it is what they intended. • Form most capital and lower-case letters independently.
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Mathematics			
	<p><u>Number</u></p> <ul style="list-style-type: none"> • Matching and sorting • Comparing amounts • Representing 1, 2, 3 • Comparing 1, 2, 3 • Composition of 1, 2, 3 • Representing numbers to 5 • One more/one less <p><u>Measure, Shape and Spatial Thinking</u></p> <ul style="list-style-type: none"> • Comparing size, mass and capacity • Exploring patterns • Circles and Triangles • Positional Language • Shapes with 4 sides 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Introducing zero • Comparing numbers to 5 • Composition of 4 and 5 • 6, 7 and 8 • Making pairs • Combining two groups • 9 and 10 • Comparing numbers to 10 • Bonds to 10 • Odd and Even • Doubling <p><u>Measure, Shape and Spatial Thinking</u></p> <ul style="list-style-type: none"> • Compare Mass • Compare Capacity • Length and height • Time • 3D shape • Patterns 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Adding more and taking away • Doubling • Sharing and grouping • Odd and Even • Deepening understanding of patterns and relationships <p><u>Measure, Shape and Spatial Thinking</u></p> <ul style="list-style-type: none"> • Match, Rotate, Manipulate shapes • Compose and Decompose shapes • Visualise and build • Mapping Patterns

Understanding the World						
Past and Present	<ul style="list-style-type: none"> • Talk about how they have grown and changed comparing with when they were a baby and now. • Talk about how the local environment is changing 	<ul style="list-style-type: none"> • Talk about a person who was famous in the past (Matisse) • To talk about how the things they have for Christmas have changed since they were babies. • To talk about changes to their families since last Christmas e.g. siblings 	<ul style="list-style-type: none"> • Talk about how the outside area has changed since we started Reception. • Understand how jobs in Meltham have changed. Explain some jobs that used to happen in Meltham and some now. (David Brown's / farming) • To know some famous Polar Explorers from the past • To understand how they have changed from how they were in the past e.g. what toys they play with. 	<ul style="list-style-type: none"> • Be able to describe some art work created by stone age humans. • Be able to comment on pictures of local places in the past and now and describe what they notice. 	<ul style="list-style-type: none"> • Describe how the local environment is changing • Describe how a seed / plant changes over a period of time. • Revisit the village and look at what might have changed since our last visit. 	<ul style="list-style-type: none"> • Identify the differences between how people travelled now and in the past. • Name some journeys we can do now that we couldn't do in the past. • Identify some vehicles that are historic • Be able to talk about the Moon landings.

<p>People, Culture and Communities</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name some people who are special to them. • Describe places that are meaningful to them in the local area and begin to draw maps linking them. • Be able to describe an object that is special to them and link this to special objects in different religions. 	<ul style="list-style-type: none"> • Describe some of the important features of Harvest, Hannukah, Diwali and Christmas. • Talk about how they celebrate special times in their family. • 	<ul style="list-style-type: none"> • Know that people have different jobs. • Know why people work. • Know some of the places locally and in the wider area, where people work. • Talk about places that are special to them and that are special to people within our community. • Talk about some jobs that keyworkers do and how they help us. • Know some of the things that people do to celebrate Lunar New Year in Asia and compare with other festivals e.g. Diwali, Christmas, Hannukah • Know how to locate the Arctic and Antarctic on a globe. 	<ul style="list-style-type: none"> • Describe some communities in different parts of the world and compare them with ours especially with reference to the animals and the houses. • Be able to identify where the UK is on a globe and where some other locations studied are. • Understand some of the ways that Christians mark Lent and Easter, and Muslims mark Ramadan and Eid and make comparisons. 	<ul style="list-style-type: none"> • Talk about the foods people in different countries and communities grow and eat and why. • Talk about where different things grow and why. • Locate the places some of their food comes from on a globe e.g. different fruit, vegetables. • Learn that Jesus is a special person for Christians and know one story about him other than the stories related to festivals. 	<ul style="list-style-type: none"> • Talk about journeys they have made and how they make them. • Use mapping skills to draw journeys they do regularly • Name some people who do not live nearby that they visit and talk about the journeys.
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<ul style="list-style-type: none"> • The Natural World 	<ul style="list-style-type: none"> • Talk about signs of autumn • Explore changing seasons and the effect on the natural world in our play area • Label parts of the body and talk about ways to keep them healthy. 	<ul style="list-style-type: none"> • Talk about nocturnal and diurnal animals • Talk about the body parts of owls, using appropriate vocabulary (talons) • Talk about light and dark and what we do at different times of day. • Investigate light and dark and how different materials look different e.g. colour paddles, torches 	<ul style="list-style-type: none"> • Describe some changes that happen to water at different temperatures. • Know that the climate is different in other parts of the world. • Explore changing seasons and the effect on the natural world in our play area • Describe the climate in polar areas. 	<ul style="list-style-type: none"> • Know some animals that live in other parts of the world • Describe some different habitats in other parts of the world. • Be able to sort and classify animals according to their habitat e.g. sea, desert, jungle etc. • Be able to talk about plastic pollution in the ocean and ways we can help eg. using paper straws. 	<ul style="list-style-type: none"> • Explain what a seed needs to start growing. • Make observations of how different seeds / plants grow e.g. cress, potatoes, beans 	<ul style="list-style-type: none"> • Explore changing seasons and the effect on the natural world in our play area • Investigate pushes and pulls and be able to talk about what we have found out e.g. cars and ramps. • Observe and talk about signs of Summer • Make observations about cause and effect and draw plants and flowers. • Talk about floating and sinking and investigate which objects float and sink
<p>Technology</p>	<p>Across the year, children will be exposed to technology for a purpose in the role play area e.g. telephones, keyboards, cash registers, scales. They will also use technology when baking e.g. electronic scales; investigating in Science e.g. torches; using musical devices e.g. CD player; using iPads for a variety of purposes.</p>					
	<ul style="list-style-type: none"> • Follow instructions to play an age appropriate game on the IWB / touchscreen device. 	<ul style="list-style-type: none"> • Be able to use a mouse to interact with a PC 	<ul style="list-style-type: none"> • Be able to take pictures using a digital device and use it for a purpose. • Use the mouse to create a picture on screen using an appropriate programme. 	<ul style="list-style-type: none"> • Be able to log in to Purple Mash using a login and understand keeping passwords safe. 	<ul style="list-style-type: none"> • Use a Beebot or similar to programme a pathway on a map or similar. 	<ul style="list-style-type: none"> • With adult support where needed, be able to use a computer to find information e.g. QR codes, internet search.

EXPRESSIVE ARTS AND DESIGN

<p>Creating with Materials</p>	<ul style="list-style-type: none"> • Be able to draw a self-portrait using lines to enclose shapes and representing key features. • Be able to mix colours using poster paint. • Use pens to draw maps which represent the area. • Explore playdough and plasticine to explore different shapes and ways to mould and form. Use tools to mark make on the material. • Be able to use the resources in the home corner to role play familiar scenarios from home. • Explore a range of tools to create and shape materials e.g. hole punch, scissors, stapler 	<ul style="list-style-type: none"> • Create a collage using paper to create their own interpretation of The Snail by Matisse • Explore spiral snails and continue to complete using patterns • Explore light and dark to create their own collage in different shades. • Use wax resist and poster paints to create fireworks. • Use knowledge of playdough and plasticine to explore clay to create a Diwali lamp • To use resources to role play based on stories that have been read. (Santa's Grotto) • To experiment with a range of joining techniques when 	<ul style="list-style-type: none"> • Create a mixed media collage or sculpture to show a frozen land. • Blend pastels to create effects in their drawing. • Draw cityscapes in the style of Paul Klee as background for superhero images. • Fold paper to make dragons inspired by Chinese New Year • Begin to talk about their art and the choices they make. • Act out narratives based on superheroes. • Act out job roles that have been discussed within stories and teaching. • To select joining techniques when constructing with junk materials. 	<ul style="list-style-type: none"> • Use charcoal and handprints to explore cave art e.g. from France. • Use wax resist and watercolours to create Spring leaves. • Describe processes and compare with other art activities they have done. • Use materials in role play to act out familiar stories and environments. Develop their shared stories with adult support, building on each other's ideas • Make a house, linked to those they have learned about in other parts of the world, using the skills taught in previous terms. • Create cityscapes using 3d box modelling in the 	<ul style="list-style-type: none"> • Make natural dyes using leaves, flowers etc and use to create own art. • Use a range of natural items to create printed pictures and patterns. • Refine their ideas and talk about how they would improve on them. • Include ideas from stories, music and dance within their role play using appropriate props. • Use tools and techniques confidently when designing and making. 	<ul style="list-style-type: none"> • Create painted and textured sheets to use in own minibeast collages, refining previous work on collage. • Explore line art in response to work by Miro, to show journeys. • Cut and shape pieces of paper to use in collage. • Describe their work and the decisions that they made. • Create minibeast homes using skills from Spring 2 • Be able to work cooperatively with peers to sustain a role play using different props.
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		modelled by an adult.		style of Hunderwasser.		
Being imaginative and expressive	<ul style="list-style-type: none"> • Sing familiar songs and nursery rhymes in a class group. • Join in with repeated refrains / chorus in new songs or stories • Retell a story that is familiar with a class group. • Explore making sound with voices and percussion to create different feelings and moods • Make up new words and actions about different emotions and feelings. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. • Explore storytelling 	<ul style="list-style-type: none"> • Sing familiar songs and nursery rhymes in a group or in a pair. • Perform for an audience (Christmas nativity) • With adult support, begin to innovate stories based on a familiar text. • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters • Match the pitch of a four-note (la-so-mi-do) call and response song. • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with stepping and leaping notes • Play a steady beat on 	<ul style="list-style-type: none"> • Sing familiar songs and nursery rhymes in a group or in a pair. • Experience some performance art (dance, theatre) and begin to talk about their feelings and responses. • Begin to retell stories independently. • Sing familiar songs and nursery rhymes in a group or in a pair. • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). • Enjoy moving freely and expressively to music. • Listen to music and show the beat with actions. 	<ul style="list-style-type: none"> • Sing familiar songs and nursery rhymes in a group or in a pair. • Participate in dance in PE and begin to move in response to music with growing confidence. • With adult support, innovate stories based on a familiar text. • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. • Improvise a vocal/physical soundscape about minibeasts. 	<ul style="list-style-type: none"> • Sing familiar songs and nursery rhymes in a group or in a pair. • Perform a song or poem for an audience. • Retell a story to a friend. • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. • Listen to a range of sea-related pieces of music and respond with movement • Improvise music with different instruments, 	<ul style="list-style-type: none"> • Sing a familiar song confidently, matching pitch and melody. • Innovate a new story and tell a friend confidently. • Respond to music by moving in time and playing instruments in response to it. • Perform a range of songs, rhymes and poems with others. • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Play a range of percussion instruments (replacing the action words with playing words). • Find the beat in a partner clapping game.

	<p>elements in music.</p> <ul style="list-style-type: none"> • Begin to identify and describe contrasts in tempo and dynamics • Begin to use musical terms (louder/quieter, slow/fast, higher/lower) • Respond to music in a range of ways. 	<p>percussion instruments.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Sing an action song with changes in speed. • Play along with percussion instruments. • Create a sound story using instruments to represent different animal sounds/movements. • Perform the story as a class 	<ul style="list-style-type: none"> • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. • Listen to a piece of classical music and respond through dance 	<p>following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <ul style="list-style-type: none"> • Play different instruments with control. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles 	<ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. • Listen to examples of other folk songs from North America
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