


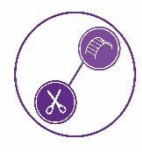



		<b>ASPIRING ENTREPRENEURS</b>		<b>HEALTHY &amp; HAPPY LIVING</b>		<b>OUR PLACE IN OUR WORLD</b>		<b>INQUISITIVE INVESTIGATORS</b>	
		<b>Autumn 1 8 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 5 weeks</b>	<b>Summer 2 8 weeks</b>		
<b>Key Question</b>		I wonder what is special to us... (them, families, likes, dislikes, interests, toys, places, stories, special jobs etc)	I wonder what's out of this world ... (space, aliens, dinosaurs)  Alien's Landing	I wonder what moves ... (people, animals, transport)  Wheeled Toy Day	I wonder if it ever happened ... (explore fairy and traditional tales, history, events, people)  Trip: Stockeld Park	I wonder where they call home ... (countries, climate, ice worlds, deserts, habitats, houses and homes past and present) Dress up as an animal day	I wonder what change looks like ... (weather, seasons, transition, health and self-care, bodies, similarities and differences)	Bring in a picture of them as a baby	
<b>Hook and Enrichment</b>									
<b>Area of Learning</b>	<b>Strand of Learning</b>								
<b>Communication and Language</b>  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware and NELI. Throughout the year children will: Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics.	<b>Listening, Attention and Understanding</b>  <b>Speaking</b> 	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .							
		<b>Welcome to FS2</b> Talk about experiences familiar to them Show an interest in other people's lives Begin to follow instructions Learn new routines Model talk routines through the day e.g. Good morning how are you? Talk about and share celebrations familiar to the children Share likes and dislikes Talk about how our families and homes are similar/different	Develop key vocabulary through provision, routines and carefully selected stories Listen and respond to stories; with a focus around sequencing, prediction (through 1:1 and whole class story sessions) Talk about experiences of our trip to Stockeld Park Talk about and share celebrations familiar to the children, taking part in discussions whilst remember the importance to listen carefully Describe events (Diwali, Bonfire Night etc) using stories, videos and personal experiences Listen to and engage in and talk about non-fiction texts Share Class Dojo with home and allow	Continue to develop key vocabulary through provision, routines and carefully selected stories Develop and promote the ability to ask how and why questions Introduce Poetry Basket to develop awareness of rhyme Introduce weekly word studies Listen and respond to stories; encouraging children to join in with repeated refrains Talk about experience of wheeled toy day using sentence stems to develop sentence structure Listen to and talk about the past using stories, images and videos to promote an understanding Share Class Dojo and allow children to share their own experiences Observe and discuss the changes we see taking place.	Continue to and embed key vocabulary through provision, routines and carefully selected stories Continue to learn, embed and recite rhyme using Poetry Basket Develop children's story language further using Talk for Writing Talk about similarities and differences from the past: Philippe Petit using conjunctions 'because' and 'so' to encourage children to further explain their thoughts Form and discuss opinions which might be different to others, whilst learning how to tolerate this Share Class Dojo and allow children to share their own experiences Outdoor Area building work: observe and	Continue to and embed key vocabulary through provision, routines and carefully selected stories Observe and discuss different habitats using sentence stems and structures to articulate their understanding Ask questions based on what they hear and see Talk about similarities and differences of contrasting environments Articulate a life cycle they have seen Share Class Dojo and allow children to share their own experiences	Continue to and embed key vocabulary through provision, routines and carefully selected stories Talk about experiences they've had this year Share feelings of what they anticipate for Year 1 Listen to each other's feelings about transition, respond appropriately and kindly to each other Ask and answer questions about changes they are encountering and observe around them Observe and discuss changes they can see from baby photos Observe and discuss changes through a life cycle. Share Class Dojo and allow children to share their own experiences		

			children to share in their own words what has been uploaded	Create a timeline and share ideas around what we would like to see.	discuss the changes we see taking place. Create a timeline and share ideas around what we would like to see.		
<p><b>Personal, Social and Emotional</b></p>  <p>Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.</p>	<p><b>Building Relationships</b></p> <p><b>Self-Regulation</b></p>  <p><b>Managing Self</b></p> 	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
<p><b>Physical Development</b></p>  <p>Children will also have the opportunity to take part in Physical Educational sessions delivered by an external coach.</p>	<p><b>Gross Motor Skills</b></p>  <p><b>Fine Motor Skills</b></p>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p> <p>A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child's individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to faster their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children's pencil grip will be monitored and supported throughout, at their own appropriate level.</p>					
		<p><b>Welcome to FS2</b> Begin to establish relationships with adults and peers Learning and follow new routines Communicate with adults and peers how they feel Take responsibility for themselves: tidying up, going to the toilet, putting on their coat Create class charter Jigsaw: Being me in the world</p>	<p>Continue to develop and embed new routines and relationships formed in Autumn 1 Take responsibility for their own actions Talk about self-help techniques Develop friendships and teach children how to be supportive and respectful of one another Provide children with opportunities to talk about how they have overcome challenges Jigsaw: Relationships</p>	<p>Introduce Zones of Regulation Develop emotional literacy Develop vocabulary to describe emotions Talk about how to keep ourselves healthy Children share photos of their routines at home Continue to support children's changing relationships and dynamics within friendships Discuss why we need to take turns, tidy up after ourselves whilst embedding new routines Learn ways to stay safe using technology using Smartie the Penguin Jigsaw: Healthy Me</p>	<p>Take part in new experiences; Stockeld Park Discuss strategies to manage fear or excitement. Reinforce Zones of Regulation Continuing to support children's changing relationships and dynamics within friendships Consider how our behaviour effects the way our friends feel and how this can impact our friendships Develop an awareness of wider school life and how we can build relationships with others; Anti-Bullying Year 6 Ambassadors Jigsaw: Healthy Me</p>	<p>Discuss ways to manage fear or excitement Consider what in this world we need to care for and how we can look after our planet Set up Bug Hotels and create new habitats for the wildlife around us Help children to use strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space, counting to 10 Jigsaw: Changing Me</p>	<p>Take part in new experiences; Sport's Day, Transition Week Share ideas to manage fear, excitements and other emotions Winning and/or losing; support children to manage their emotions Show resilience and perseverance if things don't go their way Transition in to year 1; support children to understand how they feel about this experience Maintaining and extending relationships with new adults Oral Health workshop; talk about other ways to keep our body healthy. Jigsaw: Changing Me</p>

Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children's next steps.



**Shoulder Pivot**

Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck.

Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play.

**Elbow Pivot**

Children will be able to use movement further down their arm.

Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.

**Wrist Pivot**

Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.

Threading, sewing, lacing pictures, water and sand play

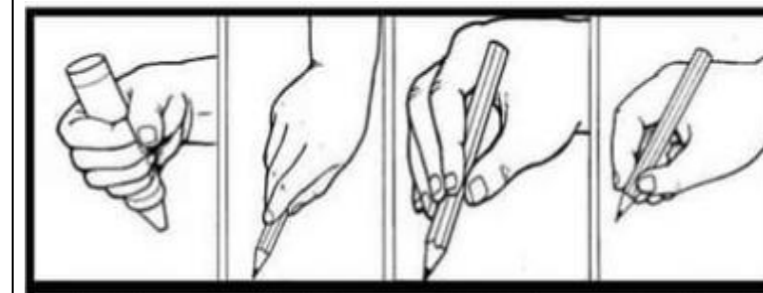
**Fine Motor Strength**

Children need to develop their fine motor skills. This means muscles in their hands can strengthen.

Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, pag boards, malleable amterials, tweezers.

**Pencil Grip Development**

According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.



Freeze, Choose, Invent

Look, Run, Avoid  
FSSD Sport's Coach

Push, Kick, Throw  
FSWS Sport's Coach

Explore, Evade, Escape  
FSLH Sport's Coach

**Literacy Possible Texts**

**Comprehension**

Texts are carefully planned out to ensure a wide expose to different genres and authors. A love for reading is promoted through daily story times and weekly library visits. Reading is shared with parents/carers through Boom Reader and other workshops.



Key text:



Supporting texts:



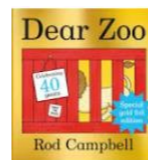
Key text:



Supporting texts:



Key text:



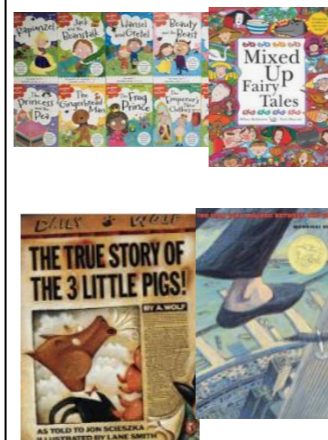
Supporting texts:



Key text:



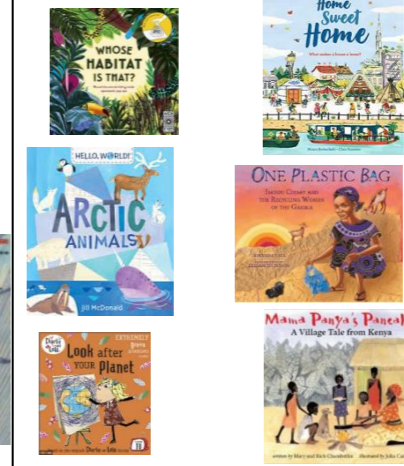
Supporting texts:



Key text:



Supporting texts:



Key text:



Supporting texts:



**Writing Opportunities**

**Writing**



The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's' needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.

Draw a family picture Draw and label a self portrait Create a map of their journey to school Use the key text to inspire mark making and labelling of their own homes



Wanted poster What would we need to take to space? Speech bubble: Whatever Next

Non-Fiction linked to Moving Toy Day Dear Zoo inspired writing – focus on descriptions. Dictated sentences using sounds and tricky words taught

Oracy focus: Story Whoosh The Three Little Pigs Instructions (How to make gingerbread) Writing linked to 'Stockeld Park trip'

Non Fiction linked to animals from different habitats. Handa's Surprise recount, story maps

Non Fiction linked to changes in their life Sentence writing linked to seasons Retell the story of The Hungry Caterpillar

	<b>Skills Focus</b>	Talking and describing the marks made Drawing a map Writing lists and labels	Write a list Using adjectives Writing in phrases	Beginning to write in sentences Writing facts Using repeated refrains Begin to use capital letters and full stops	Using story vocabulary Using verbs in writing Refining sentences Develop the use of capital letters and full stops	Writing facts Include time openers Develop the use of capital letters and full stops	Develop stamina in writing Write multiple sentences Develop the use of capital letters and full stops
	<b>Handwriting PenPals</b>	Dots, straight lines, crosses, circles, waves, loops and bridges, joined straight lines, angled patterns, eights, spirals, left to right, patterns	<b>Introduce and review</b> Straight line family i, l, t, j Coathanger family c, o, a, d, g, q, e		<b>Introduce and review</b> Bridge family n, h, m, r, b, p, k The zig-zag family v, w The smile family u, y The misfit family s, f, x, z		
<b>Phonics Floppy Phonics</b>	<b>Word Reading</b> 	Sounds/Letter groups taught: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,le,ss		Sounds/Letter groups: j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ve,wh,cks,tch,ng,nk		Sounds/Letter groups ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er,ue,ure,tue	
		Oxford Level 1+ Books 1 to 3	Oxford Level 1+ Books 4 to 6	Oxford Level 2 Books 7 to 9	Oxford Level 2 Books 10 to 12	Oxford Level 3 Books 13 to 15	Oxford Level 3 Books 16 to 18
<b>Mathematics White Rose Mastery</b>  At BPS we follow White Rose Maths. However, children's needs are paramount to our teaching and tweaks will be made to ensure children's needs are being met if necessary	<b>Number Numerical Patterns</b>  	<i>Getting to Know You</i> Settling in, developing understanding of classroom provision and routines.	<i>It's Me 1 2 3!</i> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 Find 1 more, 1 less Composition of 1, 2 and 3	<i>Alive in 5!</i> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more and 1 less Composition Conceptual subitising to 5	<i>Length, height and time.</i> Explore and compare length Explore and compare height Talk, order and sequence time	<i>To 20 and Beyond</i> Build numbers beyond 10  Spatial reasoning Match, Rotate, Manipulate  <i>How many now?</i> Add more How many did I add? Take away How many did I take away?	<i>Sharing and grouping</i> Explore sharing Explore grouping Even and odd sharing Play with and build doubles  <i>Visualise, build and map.</i> Patterns Replicate and build scenes and constructions Visualise and describe from different positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places
		<i>Match, Sort and Compare</i> Match objects, match pictures. Sort objects to a type, explore sorting techniques, create sorting rules Compare amounts  <i>Talk about Measure and Patterns</i> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	<i>Circles and Triangles</i> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position  <i>1,2,3,4,5.</i> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more, 1 less Composition of 4 & 5 Composition of 1 – 5  <i>Shapes with 4 sides.</i> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	<i>Mass and Capacity</i> Compare mass Find a balance Explore capacity Compare capacity  <i>Growing 6, 7 &amp; 8</i> Find 6, 7 and 8 1 more and 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find and make a double) Combine 2 groups	<i>Building 9 and 10.</i> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more & 1 less Composition to 10 Bonds to 10 (2 & 3 parts) Make arrangements of 10 Doubles to 10 (find a double)  <i>Explore 3-D Shapes.</i> 2D shapes, 3D shapes. Patterns	<i>Manipulate, compose and decompose.</i> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	<i>Make connections</i> Deepen understanding Patterns and relationships <i>Consolidation.</i>
Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad							

**Understanding the World**



**People, Culture & Communities**



**Natural World**



**Past and Present**



selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

RE unit: Which places are special to members of our community? Identify and name members of their immediate and extended family, commenting on photos; naming who they can see and what relation they are to them. Share what they do with their family and places they have been with their family. Compare similarities and differences between other families. Name and describe other people who are familiar to them and in our community. Read fictional stories about families and begin to understand the difference between fact and fiction. Recognise that people can have other beliefs and celebrate special times. Talk about aspects of their familiar world such as where they live and their school setting. Navigate our classroom and outdoor areas. Create maps to show their journey to school and local landmarks. Celebrate Katherine Johnson and her contribution to science. Learn about important figures from our past: Black History Month. Discuss celebrations we do/do not all celebrate and how people do this. Identify important people in our community and discuss different occupations and who can help us.

RE unit: Why are some objects special? Discuss celebrations e.g. Bonfire Night, Diwali and Christmas. Look at photographs on Class Dojo to allow children to share celebrations from their life. Use a map whilst comparing how different people celebrate Christmas around the world. Recognise the similarities and differences in ways people celebrate. Celebrate Neil Armstrong and Mae Jemison and their contribution to science. Introduce children to NASA and America, locating its place on a map. Explore movement in space by watching videos and recreating this. Discuss how people's actions influence the future. Talk about similarities and differences of two planets. Recognise and discuss how the moon differs from the environment we live in. React to seasonal/weather changes e.g. snow, ice.

RE unit: Who cares for me and how do I help others? Discuss certain celebrations e.g. Chinese New Year. Continue to recognise that the world is made up of different countries (England and China). Explore and talk about how a child's life might be different/the same. Consider how toys and transport have changed over the years; linking this to special occupations. Identify similarities/differences of transport from the past using photographs and videos. Study, explore and handle artefacts. Comment on what they can see and compare to a similar object from today. Identify roles in our community linked to transport. Identify and compare how they travel. Encourage children to describe and comment on changes in the environment. Talk about their own experiences over the Christmas holiday period using extended sentences. To explore a range of jungle animals, naming and labelling them. To move in different ways considering how an animal moves.

RE unit: Who belongs in my family and community? To debate if Philippe Petit did walk between the two towers and children to explain their thoughts using 'so', 'because'. Consider if this could happen in our environment, using video clips, linking to Cross Flatts buildings. Identify and talk about our environment and the changes that Spring presents. Discuss and describe Easter. Observe and draw pictures to document what they've seen. Talk about what they can see, hear and feel during the changes. Talk about what a plant needs to grow; link to Jack & the Beanstalk story. Children to explore multiple experiences and a range of processes first hand. Colour mixing in ice, creating race tracks using different materials and using magnets around the classroom (Science Week). To observe and discuss the changes which take place during baking gingerbread.

RE unit: How do people celebrate special times? Celebrate Eid and share children's experiences, learning more about this festival using books, videos and photographs sent in by parents/carers. To compare and contrast different habitats using fiction and non-fiction texts alongside video clips. Talk about how these environments compares to theirs. Explore and comment on similarities and differences of houses and homes, past and present. Identify the features of animals through observation and conversation. Use maps to develop awareness of their place in this world. Use Google Maps so children can see Leeds and talk about features they notice. Learn vocabulary to describe contrasting environments e.g. cold and hot. Consider what our Eco Hub needs to promote urban wildlife. Identify what we need to include for animals to thrive. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.

RE unit: How do we understand and care for the world? To describe the human life cycle. Talk about differences and similarities of them and now using photographs. Consider how their likes/dislikes changed as well as physical appearance. Talk about life events too; moving house or going on holiday. Look at photographs of older family members and staff. Talk about change over a period of time. Promote a safe habitat using food waste in the Worm Villa. Respond to what they hear and see in the natural world. Encourage links to what they hear, smell and see in the natural world. Listen to the children's conversations around change and transition and support them in their feelings and thoughts. Involve children in the development of the outside area. Observe seasonal changes and the planting of seeds and, after close observation, draw pictures of the natural world, including animals and plants. Comment on changes of different beans. Observe, identify and discuss changes of plants. Observe and describe the life cycle of a butterfly.

**Expressive Arts and Design**



*This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*


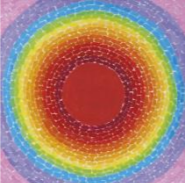
**Creating with Materials**

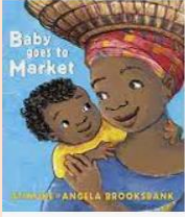
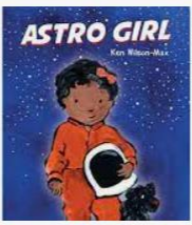
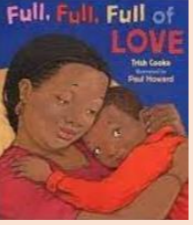
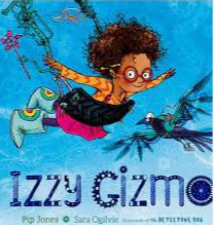
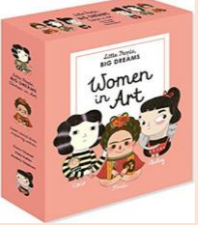

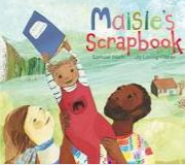

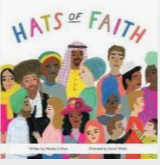


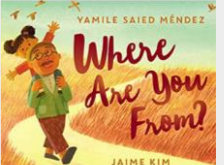


**Being Imaginative & Expressive**



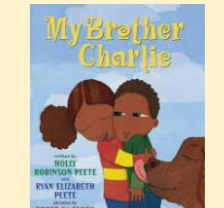
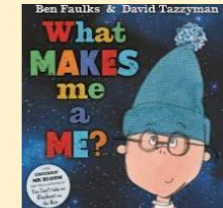
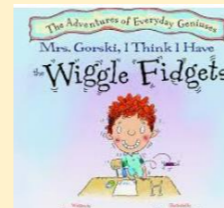
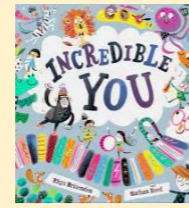
The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

<p><b>Drawing:</b> Identify features of themselves and when drawing a self-portrait (enclosing lines): do they draw definite features?</p>	<p><b>Drawing:</b> Observational drawings of autumnal objects exploring tones and shades</p>	<p><b>Scissor Skills:</b> Crafts linked to Chinese New Year.</p>	<p><b>Drawing:</b> Observational drawings of spring plants adding specific details and tones of colour</p>		<p><b>Drawing:</b> Complete a self-portrait and compare to the start of the year.</p>
<p><b>Painting:</b> use readily available resources to reach a desired outcome</p>	<p><b>Printing:</b> print using various tools to create a new shape. Begin to mix colours commenting on the change</p>	<p><b>Painting:</b> use powder paint effectively, learning how to use them, commenting on the different outcomes</p>	<p><b>Painting:</b> mix colours with intent, talking about primary colours, to reach a desired colour.</p>	<p><b>Painting:</b> explore, recognise, create patterns using watercolours</p>	<p><b>Painting:</b> Recreate art work using collage and watercolours to represent the different seasons using Eric Carle’s The Tiny Seed.</p>
<p><b>Sculpture:</b> learn and embed beginning Dough Disco techniques Learn about, discuss and interpret Andy Goldsworth and recreate art work using his influence</p> 	<p><b>Sculpture:</b> chose certain tools depending on their function to add detail e.g. imprints and impressions</p>		<p><b>Sculpture:</b> Explore links between baking gingerbread and the malleable area, encouraging children to use skills learned.</p>	<p><b>Sculpture:</b> use a range of materials eg, plasticine, kinetic sand to practise moulding, pressing and manipulating to cause a desired effect.</p>	<p><b>Sculpture:</b> use clay to recreate part of the life cycle e.g. butterfly. Evaluate approach and amend as necessary though the process</p>
<p><b>Collage:</b> revisit and consolidate using previously learned techniques. Explore art work linked to Black History Month: Alma Thomas</p> 	<p><b>Textiles:</b> use a simple running stich to create a puppet</p>	<p><b>Collage:</b> Layer materials to create a landscape</p>	<p><b>Baking:</b> combine ingredients to make dough. Talk about how the ingredients change throughout the process e.g. appearance and texture</p>	<p><b>Collage:</b> Discuss colour and tone linked to contrasting environments and create ‘Hot and Cold’ collages.</p>	<p><b>Collage:</b> Recreate art work using collage and watercolours to represent the different seasons using Eric Carle’s The Tiny Seed.</p>
<p><b>Construction:</b> Build models using large construction equipment.</p>	<p><b>Kapow Primary unit:</b> Sliding Christmas Santa (mechanism)</p>	<p><b>Construction:</b> use resources, levers and pulleys to create an object which can move. Talk about what went well and what didn’t.</p>	<p><b>Construction:</b> Experiment and consider the resources needed to create boats for the Gingerbread Man.</p>	<p><b>Construction:</b> Design, discuss and construct habitats using small and large construction and art tools.</p>	<p><b>Kapow Primary unit:</b> Making a rainbow salad (food)</p>
<p>Rehearse nursery rhymes taught in Nursery to sustain fluency. See Nursery LTP. Introduce new poems through Poetry Basket, see Communication and Language strand.</p>					
<p>Tap! Ding! Clap! Sing! Join in with songs and music they recognise and begin to move to music they don’t.</p>	<p>Tap! Ding! Clap! Sing! Perform and develop storylines to act out alien invasions in small world play.</p>	<p>Tap! Ding! Clap! Sing! Listen to and recreate movements using the text ‘Walking through the Jungle’.</p>	<p>Tap! Ding! Clap! Sing! Explore different dinosaur movements to different sounds.</p>	<p>Tap! Ding! Clap! Sing! Model using the new instruments and stage outside to create their own music and performances. Explore unfamiliar music by learning a traditional African song</p>	<p>Tap! Ding! Clap! Sing! Charanga: Big Bear Funk – see Perform Poetry Basket poems in smaller groups and for some, solo.</p>

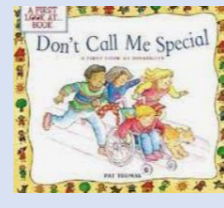
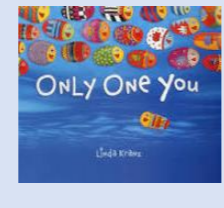
		Develop storylines in their pretend play. Sing call-and-response songs, so that children can echo phrases of songs you sing. Create sound patterns using body movements. Perform Poetry Basket poems as whole class.	Learn songs and sing in a group, from memory, and perform Nativity. Listen to music and sounds of Bonfire Night. Discuss changes within the music. Talk about how these sounds make us feel and want to move. Use instruments to accompany a beat whilst listening to contrasting music. Perform Poetry Basket poems as whole class.	Listen and respond to music which links to the ways animals move e.g. fast paced music for a spider scurrying and slow, low music for an elephant thumping. Discuss changes within the music. Play music during Dough Disco and times where children can move freely and for fun. Discuss changes within the music. Take photographs of the children acting out emotions: introduce Zones of Regulation. Discuss how facial expressions and body language help us to communicate/understand feelings. Perform Poetry Basket poems in smaller groups.	Act out different fairy tale events e.g. Billy Goats Gruff. Create their own versions of traditional and fairy tales. Extend role play providing children with costumes and other props and model using these in play. Listen to and respond to BBC Philharmonic: Musical Story of the Gingerbread Man. Perform Poetry Basket poems in smaller groups.	and dance, encouraging children to perform it. Explore how people from different cultures might dress. Show how this is represented in the UK and other countries. Perform Poetry Basket poems in smaller groups and for some, solo.	
<b>British Values</b>		<i>Democracy</i> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<i>Rule of Law</i> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<i>Mutual Respect</i> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated	<i>Mutual Tolerance</i> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<i>Individual Liberty</i> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<i>Recap all of the British Values</i> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<b>Equality and Diversity</b>  Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves. Other learning opportunities are adult led. Another way we encourage our children to be aware of how	BAME main characters						
	Cultural Diversity						

people's lives can be different to one another is through books.

Neurodiversity



Physical Diversity



Different Families

