

## Reception Long Term Curriculum Plan

	Aut 1 (7 Weeks)	Aut 2 (8 Weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Text Focus</b>	The Owl Babies The Enormous Turnip	Room on the Broom Little Robin Red Breast	Gingerbread Man Hansel and Gretel	Little Hen Red Handa's Surprise	Monkey Puzzle Giraffe's Can't Dance	Rainbow Fish Giganotosaurus
<b>Wow Moment Trips/Visitors</b>	Visit from an owl. Drama – dress up Visit from paramedics Planting Spring bulbs. Making turnip soup.	Visit to the library	Visit the local dam Making Gingerbread men	Visit by farm animals – 'Animobile'  Visit to the Safari Park	Butterfly eggs English Tea Party	Wood visit – local park Visit from parents – jobs Tasting French and Spanish food
<b>Important Dates</b>	Harvest	Halloween Remembrance Day Bonfire Night Christmas	Chinese New Year Valentine Day Pancake Day	World Book Day St Patricks Day Mother's Day Easter	St Georges Day	Father's Day
<b>Whole School Events.</b>	Well Being Week	Anti- Bullying Week Children In Need Winter Fair Nativity Play Christmas Party		World Book Day Comic Relief Reception's Mother's Day Assembly Britishness Week		Sport's Day Aspirations Week Arts Week Visits to new classes Bastille Day
<b>Parental Workshops</b>	FAM Learning week – phonics	Reading Workshop FAM Learning week - Creative	FAM Learning week – Maths Maths Workshop	FAM Learning week- sharing stories	FAM – Making jelly - UTW	Meet the Teacher – Year One Meeting
<b>PSED Links / British Values</b>	<b>Jigsaw – Being Me in My world:</b> <b>Help others to feel welcome</b> Making friends <b>Try and make Reception a better place</b> Getting to know their school Golden Rules Routines & Boundaries <b>Care about other people's feelings</b> Turn taking Talk about families	<b>Jigsaw – Celebrating Difference:</b> <b>Accept that everyone is different</b> Talk about what they are good at. <b>Include others when working and playing</b> <b>Talking partners</b> <b>Know how to help if someone is being bullied</b> Explores emotions and feelings – talk about how we can help others. <b>Try to solve problems</b>	<b>Jigsaw – Dreams and Goals:</b> <b>Stay motivated when doing something challenges</b> Engage in class challenges <b>Keep trying even when it is difficult</b> <b>Work well with a partner or in a group</b> Develop turn taking through modelling and board games. <b>Have a positive attitude</b>	<b>Jigsaw – Healthy Me:</b> <b>Have made a healthy choice</b> Talk about their preferences – favourite fruit. <b>Have eaten a healthy, balanced diet</b> Tasting fruit <b>Have been physically active</b> <b>Have tried to keep themselves and others safe</b> Stranger Danger	<b>Jigsaw – Relationships:</b> <b>Know how to make friends</b> <b>Try to solve friendship problems when they occur</b> Understanding emotions and can talk about their own feelings for themselves and others. <b>Help others to feel part of a group</b> Working co-operatively <b>Show respect in how they treat others</b> Mutual respect	<b>Jigsaw – Changing Me:</b> <b>Understand that everyone is unique and special</b> What would we do in that situation? How does the character feel? <b>Can express how they feel when change happens</b> <b>Know who to ask for help if they are worried about change</b> <b>Are looking forward to change</b> Transition Fears and worries

	<p>Likes and Dislikes</p> <p><b>Work well with others</b></p> <p>Working together</p> <p>Class Charters RoR</p> <p>Keeping safe in school</p> <p>Asking for help – from all staff – kitchen staff</p> <p><b>Choose to follow the Learning Charter</b></p> <p>Areas to tidy – working in teams in an allocated area</p>	<p>Fair and Unfair</p> <p>Dealing with Conflicts and Disagreements – Mine</p> <p><b>Try and use kind words</b></p> <p>Helping each other</p> <p>Who we can trust</p> <p>Making choices and</p> <p>Pass the smile – feeling happy/good</p> <p><b>Know how to give and receive compliments</b></p> <p>Sharing successes</p>	<p><b>Help others to achieve their goals</b></p> <p>Helping each other</p> <p>Reading partners</p> <p><b>Are working hard to achieve their own dreams and goals</b></p> <p>Talk about what they would like to achieve, their aspirations</p> <p>Setting Targets</p>	<p><b>Know how to be a good friend and enjoy healthy friendships</b></p> <p>We are all different, cultures and communities.</p> <p>Talk about their preferences – favourite animals</p> <p><b>Know how to keep calm and deal with difficult situations</b></p>	<p><b>Know how to help themselves and others when they feel upset and hurt</b></p> <p>Independence – ways to help themselves when learning</p> <p><b>Know and show what makes a good relationship</b></p>	<p><b>Understand and respect the changes that they see in themselves</b></p> <p><b>Understand and respect the changes that they see in other people</b></p> <p>Consider other people’s feelings</p> <p>Solving problems</p> <p>Take account of other’s ideas about how to organise activities.</p> <p>Caring for our environment and caring for others.</p>
<b>C&amp;L Links</b>	<p>Talking about themselves</p> <p>Talking about their families</p> <p>Introduce the Chatterbox – talk about three objects from home</p> <p>Class bear – talk about their weekend.</p> <p>Vocabulary linked to topic</p>	<p>Talk about:</p> <p>Halloween</p> <p>Bonfire Night</p> <p>What they are doing to prepare for Christmas</p> <p>Vocabulary linked to topic</p> <p>Following instructions – Christmas decorations</p>	<p>Talk about:</p> <p>Their Christmas holiday</p> <p>Shrove Tuesday</p> <p>Listening to others – Lola the Leopard games (Ross Bailey)</p> <p>Vocabulary linked to topic and positional language</p> <p>Following instructions – decorating Gingerbread man, making icing</p>	<p>Talk about:</p> <p>Mother’s Day</p> <p>What they are doing to prepare for Easter</p> <p>Vocabulary linked to topic</p> <p>Describing African artefacts</p> <p>Talk about their prior knowledge of Africa and animals.</p> <p>Following instructions – making bread</p>	<p>Talk about:</p> <p>Their Easter holiday</p> <p>Vocabulary linked to topic</p> <p>Discuss what they know about different living things</p> <p>Respond to each other</p>	<p>Talk about:</p> <p>Father’s Day</p> <p>Vocabulary linked to topic</p> <p>Talk about their prior knowledge of sea creatures and the crisis in the ocean.</p> <p>Asking their peers questions</p>
<b>Physical Development</b>	<p><b>Gross Motor Skills</b></p> <p>Moving in different ways</p> <p>Moving to different music</p> <p>Ribbon sticks – large movements – clockwise and anti-clockwise</p> <p>Parachute games – swapping places</p>	<p><b>Gross Motor Skills</b></p> <p>Travelling and putting 3 movements together.</p> <p>Moving in different directions</p> <p>Spatial awareness – traffic lights, cones and domes, dodging mats, jumping in and out of hoops</p> <p>Throwing and catching a bean bag</p>	<p><b>Gross Motor Skills</b></p> <p>Val Sabin – moving across the benches, tables</p> <p>Balancing of different parts of their bodies</p> <p>Pushing and pulling their bodies</p> <p>Dribbling and kicking balls.</p> <p>Kicking balls at a target.</p> <p><b>Fine Motor Skills</b></p>	<p><b>Gross Motor Skills</b></p> <p>Moving sideways, bouncing, bunny jumps and star jumps on and off the apparatus</p> <p>Dance – Handa’s Surprise (Val Sabin)</p> <p>Throwing and catching balls.</p> <p>Throwing balls at a target and into a basket.</p>	<p><b>Gross Motor Skills</b></p> <p>Timed activities – running, speed bounce, running, bouncing balls, throwing balls at a target.</p> <p>Sport’s Day practice</p> <p><b>Fine Motor Skills</b></p> <p>Using graters</p>	<p><b>Gross Motor Skills</b></p> <p>Team games:</p> <p>Playing Tails</p> <p>Stuck in the Mud</p> <p>Baked Beans</p> <p>What’s the time Mr Wolf</p> <p>Simple ball games</p> <p><b>Fine Motor Skills</b></p> <p>Using whisks</p>

	<p>Spatial awareness – pedalling trikes, jumping up and down ladders, moving across the apparatus outside.</p> <p>Pulling tyres with ropes.</p> <p><b>Fine Motor Skills</b> Using knives, scissors and mashers. Using trowels and forks when digging.</p> <p>Manipulating playdough – owls, vegetables, cutting the vegetables with a knife once they have made them. Making imprints in playdough. Holding a pencil – tracing lines, circles and spirals – anti-clockwise. Learning the formation of Phase 2 phonemes /graphemes</p> <p>Construction Kits - Duplo, foam blocks</p>	<p>Throwing beanbags at a target.</p> <p>Rolling tyres in different directions.</p> <p><b>Fine Motor Skills</b> Using tweezers and sieves.</p> <p>Threading beads and cotton reels.</p> <p>Rolling, cutting and folding paper when making brooms and wrapping presents.</p> <p>Manipulating playdough – book characters, brooms by rolling into both ball and sausage shapes.</p> <p>Holding a pencil – learning the formation of Phase 2 phonemes/graphemes</p> <p>Construction Kits - Magnetics, unifix</p>	<p>Using syringes, making 2D shapes with the peg boards, cutting out 2D shapes.</p> <p>Manipulating playdough – Gingerbread cutters, 2D shape cutters and rolling pins.</p> <p>Holding a pencil – learning the formation of Phase 2 phonemes/graphemes</p> <p>Wooden blocks, Inter star</p>	<p><b>Fine Motor Skills</b> Using clay tools, peelers Kneading dough</p> <p>Manipulating playdough – animals, fruit</p> <p>Curling paper for feathers to create 2D hens.</p> <p>Holding a pencil – developing handwriting and being able to follow a line</p> <p>Stickle bricks</p>	<p>Manipulating playdough – making 2D shapes, mini beasts</p> <p>Holding a pencil – developing lower case letters and capitals – writing on a line</p> <p>Mobilo, Clever sticks</p>	<p>Manipulating playdough – making 3D shapes, sea creatures</p> <p>Holding a pencil – focusing on ascenders and descenders – writing on lined paper</p> <p>Mobilo, Clever sticks</p>
<b>Health &amp; Self Care Links</b>	<p>Hand washing Importance of Sleep and Bedtime Routines</p> <p>Managing risks in the classroom, spillages, cutting</p> <p>Looking at people that help us and what they do.</p> <p>Healthy Food -vegetables</p>	<p>Firework Safety</p> <p>Stranger Danger – Trick or Treating</p> <p>Importance of sleep and bedtime routines.</p> <p>Dressing for PE</p>	<p>Transporting equipment in PE and managing risks.</p> <p>Cooking – washing hands</p> <p>Keeping safe in the kitchen</p> <p>Stranger Danger</p> <p>Road safety</p>	<p>Fruit and Vegetables Healthy Vs Unhealthy Food</p> <p>Clean Drinking Water</p> <p>Fruit Tasting–Handa’s Surprise</p> <p>Using peelers and knives safely</p> <p>Risk Assessments – outside.</p>	<p>Making sandwiches – using graters</p> <p>Keeping safe in the garden with berries and mushrooms</p> <p>What do humans and animals need to stay healthy</p> <p>Keeping safe – drugs and medicines</p>	<p>How to keep safe at the Seaside and water safety</p> <p>How to stay safe when out and about – avoid getting lost.</p>

	Making Soup Using scissors and knives safely			Transporting the gardening equipment – large spades		
	Keeping safe on the apparatus outside			Washing hands after handling pets/farm animals		
<b>Literacy</b>	<p><b>Talk for Writing</b> The Owl Babies The Enormous Turnip</p> <p>Story maps – beginning and ending</p> <p>Writing names Writing simple words/labels</p> <p><b>Early Reading</b> Front cover, title, author, beginning and ending of the story discuss. Simple retelling of the story using pictures – Lilac picture books.</p> <p><b>Letters and Sounds</b> Tuning into initial phonemes Blending and Segmenting Rhyming strings</p>	<p><b>Talk for Writing</b> Room on the Broom Little Robin Red Breast</p> <p>Story maps – middle and ending</p> <p>Writing names Writing simple words/labels for characters. Writing captions and lists Writing a simple sentence I got a .... I put in a .... Writing card inserts.</p> <p><b>Early Reading</b></p> <p><b>Letters and Sounds</b> Tuning into initial phonemes Blending and Segmenting Phase 2 phonemes/ graphemes GPCs</p>	<p><b>Talk for Writing</b> Gingerbread Man Hansel and Gretel</p> <p>Story maps – beginning, middle and ending</p> <p>Writing simple sentences/captions. Instructional texts. Writing descriptions. Labelling characters and story parts. Writing lost posters.</p> <p><b>Early Reading</b></p> <p><b>Letters and Sounds</b> Blending and Segmenting Phase 3 phonemes/ diagraphs GPCs</p>	<p><b>Talk for Writing</b> Little Hen Red Handa’s Surprise</p> <p>Story maps – recording the significant events in chronological order.</p> <p>Writing lists. Labelling pictures. Write sentences and simple recounts. Focus on the beginning and ending of the stories. Non-fiction life cycles of a hen. Non-fiction – animal facts.</p> <p><b>Early Reading</b></p> <p><b>Letters and Sounds</b> Blending and Segmenting Phase 3 phonemes/ diagraphs, trigraphs GPCs</p>	<p><b>Talk for Writing</b> Monkey Puzzle Giraffe’s Can’t Dance</p> <p>Write sentences relating to the different parts of the story – recount. Writing letters to the characters. Non-fiction writing life-cycles. Information about insects. Posters about how to look after insects/pets.</p> <p><b>Early Reading</b></p> <p><b>Letters and Sounds</b> Blending and Segmenting Phase 3 phonemes/ Phase 4</p>	<p><b>Talk for Writing</b> Rainbow Fish Giganotosaurus</p> <p>Non-fiction writing about sea creatures. Posters on how to keep safe from Giganotosaurus. Predict and write your own ending – what happens to the dinosaur?</p> <p><b>Early Reading</b></p> <p><b>Letters and Sounds</b> Blending and Segmenting Phase 4</p>
<b>Traditional Tale Link</b>	The Enormous Turnip The Enormous Watermelon The Three Little Pigs	Puss in Boots The Nativity Story	Gingerbread Man The Enormous Pancake Hansel and Gretel Goldilocks and the Three Bears	Little Hen Red Little Red Riding Hood African Tales – The Snake and the Eggs/The Honey Tree	George and the Dragon Billy Goats Gruff	The Elves and the Shoemaker

<p><b>Other Stories</b></p>	<p>The Owl Who Was Afraid of The Dark Little Owl's First Day Big Bad Owl The Enormous Potato The Gigantic Turnip Oliver's Vegetables Eat Your Greens Goldilocks Daisy Eat Your Peas</p> <p><b>Non-Fiction:</b> Owls and Owlets The Big Book of Birds Autumn Harvests Eat Smart Vegetables From the Garden</p>	<p>Pumpkin Soup Meg and Mog Winnie The Witch Funnybones The Snowman and the Snowdog The Snowman The Owl and The Star The Smartest Giant in Town Mine Who's in the Shed</p> <p><b>Non-Fiction:</b> Day and Night Night time Animals Winter Weather Light and dark Christmas</p>	<p>The Runaway Pizza Don't forget the Bacon</p> <p><b>Non-Fiction:</b> Kids Cookbook My Tricky Eye-Spy Learn about Road safety Road Safety Keeping safe Materials</p>	<p>Guess How much I love you Handa's Hen We all went on Safari Walking through the Jungle Where the forest meets the sea Rumble in the Jungle The Sandwich Max Made Rosie's Walk</p> <p><b>Non-Fiction:</b> How to grow a Sunflower The Life of a Duck Farm Animals What can you see in Spring Who Lives in Kenya Africa Plants</p>	<p>The Hungry Caterpillar The Bad Tempered Ladybird Norman the Slug with the Silly Shell Eric Carle books Mini-beast Mayhem Zog Zog the Flying Doctor You Choose Yuck Slowly, Slowly</p> <p><b>Non-Fiction:</b> Caterpillar Diary Insects My First Book of Garden Bugs Caterpillars Eat So Much and Life Cycles</p>	<p>Commotion in The Ocean Tiddler The Snail and The Whale Fidgety Fish Sharing a Shell Tyrannosaurus Drip Dinosaur Roar Dinosaurs Wear Underpants Pig in the Pond</p> <p><b>Non-Fiction:</b> The Big book of Blue Oceans 100 facts –Oceans Volcanos 100 facts – Dinosaurs Dinosaurs Rocks and Fossils</p>
<p><b>Mathematics</b></p>	<p><b>Number</b> Matching numbers to the amount Counting on 1 more Ordinal numbers Sequencing pictures</p> <p><b>Shape, Space and Measure</b> Height – making comparisons – tall, short, taller, shorter. Weight – weighing vegetables - making comparisons – heavy, light, heavier, lighter Day and Night Positional language – next to, in between</p>	<p><b>Number</b> Estimation – how many? Go onto to check. Matching numbers to the amount Counting out fixed amounts Counting on 1 more and 1 less. Writing number lines to 10 and filling in the missing numbers. Addition – 1 more. Getting two amounts and finding out how many they have altogether.</p> <p><b>Shape, Space and Measure</b> Length – making comparisons – long, short, longer, shorter.</p>	<p><b>Number</b> Calculations – adding Adding up amounts of money Practically finding totals using a frame Recall of 1 more. Make a calculation when given a total Jumping forwards on a number line</p> <p><b>Shape, Space and Measure</b> 2D shapes Money – identify different coins and counting amounts Repeating Patterns 2D shape repeating patterns.</p>	<p><b>Number</b> Calculations – subtraction Subtract amounts of money Subtract different amounts Make subtraction calculations Jumping backwards on a number line Recall of 1 less.</p> <p><b>Shape, Space and Measure</b> 3D shapes Sequencing Capacity – which one holds the most/ least how do they know? Using non-standard units.</p>	<p><b>Number</b> Problem solving using addition and subtraction calculations Counting in 2s and 10s Doubles</p> <p><b>Shape, Space and Measure</b> Timers 2D shapes – making pictures and looking at their properties 3D shape patterns. Recap on length and height</p>	<p><b>Number</b> Sharing and halving amounts Counting in 2s, 10s and 5s Number bonds to 10</p> <p><b>Shape, Space and Measure</b> Repeating patterns 3D shapes – matching, sorting, building and talking about their properties Recap on capacity</p>

		Capacity – more and less. Full and empty.				
<p><b>The World Links</b></p> <p><b>(Including, Science, History, Geography, &amp; RE Links)</b></p>	<p>Talking about families, looking at generations, old black and white photos. Similarities and differences between families and ourselves. Old and modern day kitchens.</p> <p>Changes in technology over time looking at old artefacts; washing machines, irons, hoovers – in the old house (Role Play.)</p> <p>People who help us in school and in the local community.</p> <p>Looking at different types of birds. Nocturnal birds. The different parts of a bird. The life cycle of an owl.</p> <p>Look at planting cress seeds – what conditions does it need in order to grow?</p> <p>Planting bulbs Vegetables that grow above the ground and below the ground.</p> <p>Look at the changes to vegetables once they are</p>	<p>Seasonal Changes - Winter</p> <p>Celebrating different festivals; Halloween, Bonfire Night and Christmas. The Nativity Story</p> <p>Features in our local area - visit to the Dam in their local area.</p> <p>Introduce children to Nocturnal animals linked to light and dark. What we do at night and during the day.</p> <p>Mixing white and black with colours – what happens and why?</p> <p>Similarities and differences between materials; Ice, melting and freezing, potion making.</p> <p>Can we make shadows? Investigate light and dark, dark dens, torches and shadow puppets.</p> <p>Sorting materials and exploring with magnets – what toys are magnetic in Santa’s Sack?</p> <p>To sieve bird seed using fine sieves and colanders – what happens and why? Is</p>	<p>Comparing their route to school to the route that the Gingerbread man took. Look at the features and specific buildings in St. Helens. What are they? Where would they see them?</p> <p>Looking at foods that go soggy – testing them out.</p> <p>Looking at sponges and materials in the water – what happens to them and why?</p> <p>Making icing for the gingerbread house.</p> <p>Making icing, talk about the changes, what happens when they add too much water or too much icing sugar?</p> <p>Making cookie dough, talk about the changes, what happens when they add the different ingredients?</p>	<p>Celebrating different festivals; The Easter Story.</p> <p>Traditions, e.g. Easter bonnets/egg rolling Looking at old farms, their machinery and they worked the farm</p> <p>Hot and cold countries, compare. Compare Kenya to other counties. What animals would you find there?</p> <p>Look at the different artefacts from Kenya – what do you think they are used for? Look at what we use in this country.</p> <p>Look at what we do when we go on holiday? Where do we go to? Look at the changes when we make ice-cream – what happens to the ingredients?</p> <p>Use peelers to peel different fruit, what happens and why?</p> <p>Paint mixing – mixing primary colours together to see what they can make?</p> <p>Make cous-cous – look at the differences between</p>	<p>Seasonal Changes – Spring, go on a walk and talk about the changes in our environment</p> <p>Life cycle of a caterpillar and other mini beasts.</p> <p>Look at the different environments/habitats</p> <p>Look at different living things, what is different and how do we know?</p> <p>Mini-beast hunt in the woods and in our outdoor bug hotel, using magnifying glasses to identify.</p> <p>Keep a caterpillar diary and talk about their changes</p> <p>Use graters to grate different foods, talk about the changes, what is happening and why?</p> <p>Melt chocolate, talk about the changes and why they happen</p>	<p>Seasonal Changes – Summer</p> <p>Look at holidays past and present, focus on Blackpool Compare a seaside destination to where they live – what are the differences.</p> <p>Recycling and Plastic Pollution in the ocean</p> <p>Introduce children to categories of animals; reptiles, mammals, fish, insects, amphibians. Frog Spawn – life cycle of a frog.</p> <p>Experiment with whisks, what happens and why?</p> <p>Dinosaur fossils, eggs and bones.</p> <p>Sort dinosaurs into herbivores, carnivores and omnivores.</p> <p>Make an erupting volcano.</p> <p>Can you make a boat for the snail? Floating and Sinking, testing materials.</p>

	<p>cooked – what is different, especially when they cut and mash them?</p> <p>Looking at Autumn and the changes that are taking place – conkers, acorns, etc.. Going on an Autumn walk.</p>	<p>there a difference and why?</p> <p>To make bird feeders to look after the birds in the winter months.</p> <p>Looking at winter and talk about how it feels outside – go out without a coat on and describe how we feel – what can we do to keep warm?</p> <p>What happens to ice when we have it in the classroom? Talk about the changes.</p>		<p>cooked cous-cous and raw. How does it change?</p> <p>Observing the eggs and hatching of the ducklings, how to look after them. Explore different eggs. How strong is an Egg?</p> <p>Make toast – talk about the differences between bread and toast.</p> <p>Life cycles of bean. Planting and observing growth of a bean – look at the changes over a period of weeks – record the simple changes.</p> <p>Using cress seeds – test the different conditions that are needed in order for cress to grow.</p>		
<b>Technology</b>	<p>Introduce children to basics of using a mouse and rules of using the computers &amp; IWB To draw a character on the IWB and save it on a USB stick.</p> <p>Introduction to the iPad and using the camera app on the app. Look at technology in the kitchen- blenders and slow cookers.</p>	<p>Using everyday technology; torches, phones, CD players – talk about how they work</p> <p>Look at a paint program on the computer/iPad and use it.</p> <p>To look at the video app on the iPad and video their friend saying Hello I am and singing nursery rhymes.</p>	<p>Granada Colours – use the shape program and drawing shapes on the IWB.</p> <p>Use a CD player to listen to different stories.</p> <p>Control and program the beebots – getting their Beebot to move around the 2D shape mat</p>	<p>Technology in the Kitchen – looking at different appliances. Using toasters and bread makers – what do we have to do. Technology around the house. Using an ice-cream maker – talk about what do we have to do.</p> <p>Introduce the website to use CBeebies and a mouse.</p>	<p>Use the microwave to melt chocolate.</p> <p>Use a search engine to look at different mini beasts and their life cycles.</p> <p>Use the timer on the iPads, can they time themselves doing different things</p>	<p>Recap on using the beebots and getting them to follow a trail, go from one dinosaur to another, can they sequence the program</p> <p>Recap on using the camera app on the iPad to take photos of what they enjoy doing in Reception</p>
<b>Expressive Arts Links</b>	<p><b>Artists</b> Andy Goldsworthy – how he uses nature to create</p>	<p><b>Artists</b> Vincent Van Gogh – looking at the Starry Night painting – talk about his techniques.</p>	<p><b>Artists</b> Kandinsky – 2D shape pictures.</p>	<p><b>Artists</b> <b>2D Art</b></p>	<p><b>Artists</b> Matisse – looking at The Snail picture – talk about</p>	<p><b>Artists</b> Gaudi – looking at The Dragon Fountain picture, talk about his techniques.</p>

<p><b>(Including, Art, DT and Dance)</b></p>	<p>pictures, focusing on autumnal materials.</p> <p><b>2D Art</b> Drawing their family – black and white pictures. Drawing their face – looking at eye and hair colour. Drawing and painting the characters from the story.</p> <p>Autumn collages – using the different natural materials to create a picture. (linked to Any Goldsworthy)</p> <p>Paper collage of owls.</p> <p>Vegetable printing – what shapes can they make with the different vegetables.</p> <p><b>3D Art</b> Making towers – tall and short with the various construction kits.</p> <p>Making owls with the junk materials.</p> <p><b>Music/Dance</b> Singing – Owl songs and Pull the Turnip</p> <p>Special People – Say hello from Music Express – focusing on beat and tempo</p>	<p><b>2D Art</b> Create our own Starry Night using chalks and pastels.</p> <p>Paint Mixing – adding white and black. Making brown.</p> <p>Drawing and painting the characters from the story.</p> <p>Create repeating pattern wrapping paper using printing techniques.</p> <p><b>3D Art</b> Making brooms with the construction kits. To make a Truly Magnificent Broom with the large blocks with a group that they can all sit on.</p> <p>Rolling and folding paper to make their own broomstick.</p> <p>Making 3D baubles for the Christmas Tree – cutting shapes, folding them and gluing them together.</p> <p>Applying malleable techniques to create a salt dough Christmas decorations.</p> <p><b>Music/Dance</b> Singing – Christmas Nativity Songs</p>	<p><b>2D Art</b> Drawing round shapes to create their own pictures.</p> <p>Use charcoal to create pictures of The Gingerbread Man</p> <p>Collage pictures of their own gingerbread house.</p> <p><b>3D Art</b> Create their own 3D maps with boxes for the gingerbread man’s route.</p> <p>Make a big gingerbread house outside with the large construction blocks.</p> <p>Junk boxes for the gingerbread house.</p> <p><b>Music/Dance</b> Music Express - Supermarket Song focusing on structure. Playing loud and soft rhythms with the percussion instruments.</p> <p><b>Nursery Rhymes</b> Pat a cake, 5 currant buns,</p>	<p>Using rulers to create their own houses</p> <p>Paint Mixing – mixing primary colours to see what happens</p> <p>Adding flour to paint and painting with thick paint.</p> <p><b>3D Art</b> Use clay to make beads for a necklace</p> <p>Create farm buildings using wooden blocks</p> <p>Curling paper to make the little red hen.</p> <p>Toilet roll characters.</p> <p><b>Music/Dance</b> Pebbles from Music Express focusing on structure Farm Time from Music Express focusing on texture</p> <p>Listen to African music and play loud and soft rhythms on the African drums.</p> <p>Val Sabin – Handa’s Surprise.</p> <p><b>Nursery Rhymes</b> 1 man went to mow, Old Macdonald had a Farm and</p>	<p>the shapes he has used and the techniques.</p> <p><b>2D Art</b> 2D shape collages</p> <p>2D shape printing creating spirals</p> <p>Sketching mini beasts using different pencils</p> <p><b>3D Art</b> Make their own mini beast using junk materials.</p> <p><b>Music/Dance</b> Caterpillar from Music Express focusing on loud and quiet and Cake Makers focusing on timbre.</p> <p>Make their own graphic scores with the percussion instruments.</p> <p>Giraffes can’t Dance – dance to the music</p>	<p><b>2D Art</b> Painting using rollers and cotton buds to create an underwater scene.</p> <p>Make their own mosaic based on Gaudi’s dragon.</p> <p>Shiny/reflective collages</p> <p><b>3D Art</b> Make their own dinosaur using any materials.</p> <p>Clay dragons</p> <p>Make a tower – Sagrada Familia</p> <p><b>Music/Dance</b> Seaside from Music Express focusing on timbre Dinosaur Rumpus dance</p> <p>Listen to Spanish and French music.</p>
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	<p>Val Sabin – different movements to music.</p> <p><b>Nursery Rhymes</b> Humpty Dumpty, 1,2,3,4,5, once I caught a fish alive, The Grand Old Duke of York, Row, Row, Row your Boat and Twinkle, Twinkle, little star.</p>	<p>Boo and Winter from Music Express – focusing on loud and quiet.</p> <p>Val Sabin - moving to loud and quiet music</p> <p><b>Nursery Rhymes</b> Nursery rhymes from the National Nursery Rhyme Week</p>		<p>Mary, Mary, quite contrary.</p>		
<p><b>Role-Play</b> <b>(SSM opportunities)</b></p>	<p><b>Indoor</b> House/spring cleaning box Old House</p> <p><b>Outdoor</b> Shop The Enormous Turnip – puppet theatre</p>	<p><b>Indoor</b> House/celebrations – birthdays  Santa’s workshop</p> <p><b>Outdoor</b> Room on the Broom – puppet theatre Shoe shop</p>	<p><b>Indoor</b> Café</p> <p><b>Outdoor</b> Takeaway - pizzas The Gingerbread Man – puppet theatre</p>	<p><b>Indoor</b> Bakery African hut</p> <p><b>Outdoor</b> Ice cream parlour Handa’s Surprise – puppet theatre Little Red Hen costumes on the stage.</p>	<p><b>Indoor</b> Bug lab</p> <p><b>Outdoor</b> Safari Park/zoo</p>	<p><b>Indoor</b> Vets</p> <p><b>Outdoor</b> Aeroplane/boat</p>