

Class 1

Curriculum overview 2023/2024

Year B

	Autumn term		Spring term		Summer term	
Topics	<u>Topic 1</u> Around the world	<u>Topic 2</u> Marvellous me	<u>Topic 3</u> Once upon a time...	<u>Topic 4</u> To infinity and beyond	<u>Topic 5</u> Sailing the seven seas	<u>Topic 6</u> Superheroes
Visit/Event/ Festival	- Whole school 'world' hook day - Local walk		- Tea party - Rocket launch		-Invite 'people who help us in' Visit from police/fire/ambulance - School Trip	
Enrichment/ECO /Safety/Outdoors /Special Day/ Festival etc.	-Walk to school week -Anti-bullying week -Children in Need -Harvest Service -Christmas Service		-Fairtrade Fortnight -Sport Relief -Mother's Day -Easter Service		-St George's Day -Father's Day -Leaver's Service	

Areas of the EYFS curriculum

Prime areas	Communication and language		<p><i>Throughout the year the children will:</i></p> <ul style="list-style-type: none"> - 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 				
	PSHE Matters Scheme	Nursery	<p>Being Me</p> <ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. 	<p>Bullying Matters</p> <ul style="list-style-type: none"> -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<p>Growing up</p> <ul style="list-style-type: none"> -Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<p>Exploring Emotions</p> <ul style="list-style-type: none"> -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling 	<p>Money Matters</p> <ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas.

		Reception	-See themselves as a valuable individual.	-Build constructive and respectful relationships	-Manage their own needs. - Personal hygiene -Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.	-Express their feelings and consider the feelings of others. -Identify and moderate their own feelings socially and emotionally.	-Think about the perspectives of others.	-Show resilience and perseverance in the face of challenge.	
			ELG						
			<p><u>Self-Regulation</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.</p>						
Physical development	Nursery		-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks.	-Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	-Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	-Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand.	-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
	Reception		-Revise and refine the fundamental movement skills they have already	-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with	-Combine different movements with ease and fluency.	-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	ELG <u>Gross Motor skills</u> -Negotiate space and obstacles safely, with consideration for themselves and others.		

			<p>acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing.</p> <p>-Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>- Develop overall body-strength, balance, co-ordination and agility.</p> <p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>· Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>-Demonstrate strength, balance and coordination when playing.</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Fine Motor skills</u></p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>	
Specific areas	Literacy	Nursery	<p>Autumn 1 Book List:</p> <p>-‘Lulu’s first day’ by Anne McQuinn</p> <p><u>Birth to Three</u></p> <p>-Enjoy songs and rhymes, tuning in and paying attention.</p> <p>-Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>-Say some of the words in songs and rhymes.</p> <p>-Copy finger movements and other gestures.</p> <p>-Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p><u>Birth to Three</u></p> <p>-Enjoy sharing books with an adult.</p> <p>- Pay attention and respond to the pictures or the words.</p> <p>-Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>-Repeat words and phrases from familiar stories.</p> <p>-Ask questions about the book. Makes comments and shares their own ideas.</p> <p>-Develop play around favourite stories using props.</p> <p>-Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p><u>Birth to Three</u></p> <p>-Enjoy drawing freely.</p> <p>-Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> <p>-Make marks on their picture to stand for their name.</p>	<p><u>Three to Four year olds</u></p> <p>-Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. 	<p><u>Three to Four year olds</u></p> <p>-Develop their phonological awareness, so that they can: - spot and suggest rhymes.</p> <p>-Count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>-Engage in extended conversations about stories, learning new vocabulary.</p>	<p><u>Three to Four year olds</u></p> <p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>-Write some or all of their name.</p> <p>-Write some letters accurately</p>
		Reception	<p>Autumn 1 Book list:</p> <p>‘Here we are’ by Oliver Jeffers</p> <p>‘Bringing the rain to Kapiti Plain’ by Verma Aardema</p> <p>‘Anansi’ by Gerald McDermott</p>	<p>Autumn 2 Book list:</p> <p>‘My shadow is pink’ by Scott Stuart</p> <p>‘So much’ by Trish Cooke and Helen Oxenbury.</p> <p>‘Weirdo’ by Zadie Smith and Nick Lairde.</p>	<p>Spring 1 Book list:</p> <p>‘The King’s pants’ by Nicholas Allen</p> <p>‘Little Red’ by Lynn Roberts and David Roberts.</p> <p>‘The Magic Paintbrush’ by Julia Donaldson and Joel Stewart.</p>	<p>Spring 2 Book list:</p> <p>- ‘Look up!’ by Nathan Bryon and Dapo Adeola</p> <p>‘The way back home’ by Oliver Jeffers</p> <p>‘How to catch a star’ by Oliver Jeffers</p>	<p>Summer 1 Book list:</p> <p>‘Rainbow Fish’ by Marcus Pfister</p> <p>‘Little Turtle and the sea’ by Becky Davies</p> <p>- ‘The Night Pirates’ by Pete Harris and Deborah Allwright</p> <p>Summer 2 Book list:</p> <p>‘Super Milly and the super school day’ by Stephanice Clarkson</p>	

			<p>‘Pumpkin Soup’ by Helen Cooper</p> <p>-Read individual letters by saying the sounds for them.</p> <p>-Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p>	<p>-Read some letter groups that each represent one sound and say sounds for them.</p> <p>-Read a few common exception words matched to the school's phonic programme.</p>	<p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>• Form lower-case and capital letters correctly.</p>	<p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>-Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>-Re-read what they have written to check that it makes sense.</p>	<p>‘Izzy Gizmo’ by Pip Jones</p> <p>‘Supertato’ by Sue Hendra</p> <p>ELG</p> <p><u>Comprehension</u></p> <p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-Anticipate (where appropriate) key events in stories.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word Reading</u></p> <p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-Read words consistent with their phonic knowledge by sound-blending.</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>-Write recognisable letters, most of which are correctly formed.</p> <p>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others.</p>
	Phonics	Nursery	<p><u>Phase 1-Aspect 1- General sound discrimination- environmental sounds</u></p> <p>- The aim is to raise children's awareness of the sounds around them and to develop their listening skills.</p> <p>- Activities include: listening walks, drumming on different items outside and comparing the sounds, sounds lotto games and making shakers.</p>	<p><u>Phase 1-Aspect 2-General sound discrimination – instrumental sounds</u></p> <p>-The aim is to develop children's awareness of sounds made by various instruments and noise makers.</p> <p>-Activities include: comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p>	<p><u>Phase 1-Aspect 3- General sound discrimination - body percussion</u></p> <p>-The aim is to develop children's awareness of sounds and rhythms.</p> <p>-Activities include: singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p>	<p><u>Phase 1-Aspect 4 Rhythm and rhyme</u></p> <p>-The aim is to develop children's appreciation and experiences of rhythm and rhyme in speech.</p> <p>-Activities include: rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p>	<p><u>Phase 1-Aspect 5 Alliteration</u></p> <p>-The aim is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p><u>Aspect 6 - Voice sounds</u></p> <p>-The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and</p>

						the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.	-The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.
	Reception	Phase 2 Little Wandle Letters and Sounds As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words.			Phase 3 Little Wandle Letters and Sounds By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).		
Mathematics	Nursery	-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	-Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	-Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5. -Compare quantities using language: 'more than', 'fewer than'. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	-Understand position through words alone – for example, "The bag is under the table," – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'	-Make comparisons between objects relating to size, length, weight and capacity. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. -Combine shapes to make new ones – an arch, a bigger triangle, etc.	-Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
	Reception	-Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value.	-Count beyond ten. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers.	-Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0–5 and some to 10. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	-Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.	ELG <u>Number</u> -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns</u>	

							<p>-Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>-Explore and represent patterns within numbers up to 10, including evens</p>	
	Understanding the World	Nursery	<p>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Book link- When Granny went to the Market).</p>	<p>-Begin to make sense of their own life-story and family's history.</p> <p>-Notice differences in people/ develop positive attitudes about the differences in people.</p> <p>-Explore collections of materials with similar and/or different properties. (The Three Little Pigs- book link- look at the straw, bricks and sticks).</p>	<p>-Explore and talk about different forces they can feel.- Learn about pushing and pulling (using modes of transports, playdoh, springs and magnets.)</p>	<p>-Talk about the differences between materials and changes they notice- Look at materials changing when we stir sugar into a cup of tea, make toast, bake a cake or drop ice cubes into a drink.</p>	<p>Explore how things work- could visit the park and look at how the different equipment works. Look at bikes- how do they work?</p>	<p>- Show interest in different occupations.</p>
		Nursery Forest School	<p>-Learn the rules of Forest School.</p> <p>-Use all their senses in hands-on exploration of natural materials.</p> <p>-Look at the season Autumn- discuss the trees, weather, animals.</p> <p>Vocabulary- Autumn, leaves, crunch</p>	<p>-Begin to understand the need to respect and care for the natural environment and all living things- learn about the different areas of the garden. Give children jobs to care for the garden.</p> <p>Vocabulary- forest, care, living things</p>	<p>-Look at the season Winter- discuss the trees, weather, animals, clothing.</p> <p>-Understand the key features of the life cycle of a plant and an animal.</p> <p>Vocabulary- Winter, cold, freezing, wind, icicles.</p>	<p>-Plant seeds and care for growing plants/ fruit/vegetables.</p> <p>-Observe plants over time and discuss how they have changed.</p> <p>-Life cycle of a butterfly.</p> <p>Vocabulary- seed, grow, water, sunlight, spring</p>	<p>-Look at the season Summer- discuss trees, weather, animals, clothing.</p> <p>-Talk about what they see using a wide vocabulary.</p> <p>Vocabulary- Summer, plant/vegetable names, tree names.</p>	<p>-Litter pick of the school.</p> <p>-Cooking in the garden.</p> <p>Vocabulary- stir, mix, cook, cool</p>
		Reception	<p>-Recognise some similarities and differences between life in this country and life in other countries.- Learn about my world and compare this to another country.</p>	<p>-Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p> <p>-Recognise some environments that are different to the one in which they live.- Learn about different houses and homes.</p> <p>Science- Look at materials houses are made from.</p>	<p>-Learning about Chinese New Year.</p> <p>-Learn about the Queen and the royal family (British Values.) Have a tea party.</p>	<p>-Compare and contrast characters from stories, including figures from the past.- Learn about Neil Armstrong.</p> <p>-Learn about the solar system. Learn rhymes to remember the planet order.</p>	<p>ELG-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>ELG-Talk about the lives of the people around them and their roles in society- Learn about different occupations.</p> <p>ELG- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>

				-Learn about Diwali and light. -Comment on familiar situations from the past- Learn about Growth and past events in my life.			-Understand the past through settings, characters and events encountered in books read in class and storytelling.- Look at how the seaside has changed from the past. -Science- Floating and sinking. Make a waterproof boat which floats.	texts and (when appropriate) maps.
	Forest School Reception	-Learn the rules of Forest School. -Explore the natural world around them. -Learn about the season Autumn. Begin season's booklets. Topic link -Look at some similarities and differences between life in this country and life in other countries.- Cooking- Food from different countries. Vocabulary- Autumn, changing, seasons	Learn about Harvest. -Describe what they see, hear and feel whilst outside. -Draw information from a simple map.- Scavenger hunt for Harvest items, locating from a map. Topic Link -Recognise some environments that are different to the one in which they live.- Learn about wigwams- chn to build their own. Vocabulary- Harvest, hibernation, nocturnal,	-Understand the effect of changing seasons on the natural world around them. -Look at the season Winter. Complete season booklets. -Look at the changing state of ice/snow and water. Topic Link - Read the story Goldilocks and the Three Bears- make porridge on the stove. Vocabulary- Winter, freezing, frost, melting.	-Look at the season Spring. Complete season booklets. -Mini-beast hunts. -Easter Egg Hunt. Topic link - Learn about the Solar System? Vocabulary- Spring, growing, life cycle, Easter.	ELG -Explore the natural world around them, making observations and drawing pictures of animals and plants.- Observational drawings- Look at the season Summer- finish season booklets. Topic link ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter- Desert Island- using sand (wet and dry). Vocabulary- Summer, boiling,	ELG -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.- What do I wear in different seasons? What do I eat that is similar/different to an animal? Topic link - Vocabulary- similar, different	
R.E.	Creation What does the creation story teach Christians about God? Learn about Harvest. UW-Understand that some places are special to members of their community.- Learn about holy places and compare them.	Incarnation Why do Christians perform nativity plays at Christmas? -UW-Recognise that people have different beliefs and celebrate special times in different ways.- Explore how Christmas is celebrated all over the world.	Kingdom of God What kind of king might Jesus have been? Learn about Strove Tuesday-Make pancakes (Mr Wolf's pancakes-book link).	Salvation Why do Christians put three crosses in an Easter garden? Resurrection How was Easter Day different from Good Friday? Why are Christians happy on Easter day?	God What do Christians say God is like? Look at the Bible stories: David & Goliath: 1 Samuel 16:16-17; God as Shepherd: Psalm 23:1-2 New Testament Jesus' Teaching: Parables of Lost Sheep and Lost Coin Luke 15:1-7; 8-10 ELG -UW-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			

	Expressive arts and design	Nursery	<ul style="list-style-type: none"> -Paint a self-portrait -Make a birthday card for a member of the class. -Listen with increased attention to sounds. -Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Children in need baking. Make Christmas cards/crafts. -Diwali-Firework pictures/ make firework sounds using instruments. -Making Diwali lanterns. -Christmas play- learning a song and dance. -Explore colour and colour-mixing. -Respond to what they have heard, expressing their thoughts and feelings. -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Remember and sing entire songs. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects- draw my house. 	<ul style="list-style-type: none"> -Make Easter cards. - Learn how to say 'Happy New Year' in Chinese. -Make a Chinese dragon puppet. -Bake cakes for a tea party. -Take part in simple pretend play, using an object to represent something else even though they are not similar- Use a hoop or stick. -Develop their own ideas and then decide which materials to use to express them. -Sing the pitch of a tone sung by another person ('pitch match'). • 	<ul style="list-style-type: none"> -Make Mother's day cards. -Learn and perform a Mother's day song. -Make a rocket- using 2D shapes. -Draw with increasing complexity and detail, such as representing a face with a circle and including details- draw my face. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park- build a rocket with the outdoor construction blocks. 	<ul style="list-style-type: none"> -Weaving- Sea creatures. -Explore different materials freely, to develop their ideas about how to use them and what to make. -Join different materials and explore different textures. -Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> -Make Father's day cards. -Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • -Use drawing to represent ideas like movement or loud noises. •
		Reception	<ul style="list-style-type: none"> -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Make a birthday card for a member of the class. -Painting pebbles- 'Only one you'. 	<ul style="list-style-type: none"> -Children in Need- Baking -Diwali-Diva lamps -Make Christmas cards/crafts. -Learn a song and dance for the Christmas play. -Create collaboratively, sharing ideas, resources and skills. -Develop storylines in their pretend play. -Painting pebbles from the book 'Only one you'. Paul Klee- Block painting to make a village. 	<ul style="list-style-type: none"> -Make Mother's day cards. -Learn about Chinese New Year-Create a dragon parade. -Make pancakes. -Make sandwiches for a tea party. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> -Make Easter cards. -Easter baking. -Design and make junk modelling rockets. -Jackson Pollet-Space art -Listen attentively, move to and talk about music, expressing their feelings and responses -Watch and talk about dance and performance art, expressing their feelings and responses. -Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Colour mixing-Kandinsky -Felting-Sea creatures. -ELG-Make use of props and materials when role playing characters in narratives and stories. -ELG-Invent, adapt and recount narratives and stories with peers and their teacher. -ELG-Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> Make Father's day cards. -Learn and perform a Father's day song. - Make job role badges/ hats to role play characters. -ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG-Share their creations, explaining the process they have used. -ELG- Perform songs, rhymes, poems and stories with others, and (when appropriate) try

								to move in time with music
	Role play	-Home corner	-Home corner -Christmas home corner -Santa's grotto (construction area)	-Castle -Gingerbread lady's kitchen	-Space station -Rocket	-Submarine	- Police/ Fire station -Doctors	