



**2324 Long Term Overview**  
Year FS1

	1A	1B	2A	2B	3A	3B
<b>ILP</b>	What can you see?	Winter Wonderland	Yummy in my Tummy	On the Move	Down at the bottom of the garden	Here, there and everywhere
<b>Communication and Language</b>	<p align="center">Ongoing communication and language:</p> <p align="center">Key worker times- small group activity Special person activity</p> <p align="center">-Class story of the week with a daily skills focus --Role play setting- changed half termly -Reading area in the indoor and outdoor area that can be accessed throughout the day. -Word of the week to teach new vocabulary. -Guided reading activity</p> <p align="center">- half termly home/ school links- discussing activities from holiday and half term breaks. - half termly mind mapping of activities the children want to learn about each new topic- links to parents input from home learning.</p>					
<b>Listening, attention and understanding</b>						
<b>Speaking</b>	<p align="center">Listen to and remember simple stories with pictures</p> <p align="center">Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p align="center">Developing understanding of simple concepts (e.g. big/little).</p>	<p align="center">Sing a large repertoire of songs</p> <p align="center">Learns new words very rapidly and is able to use them in communicating and is beginning to use word endings (e.g. going, cats)</p> <p align="center">Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p align="center">Use up to 300 words and put 4 or 5 words together to make short sentences, such as 'want more juice' or 'he took my ball'</p> <p align="center">Understand longer instructions, such as 'make teddy jump' or 'where's mummy's coat?'</p> <p align="center">Ask lots of questions. They will want to find out the name of things and learn new words</p> <p align="center">Use action words such as 'run' and 'fall' as well as words for</p>	<p align="center">Builds up vocabulary that reflects the breadth of their experiences.</p> <p align="center">Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p align="center">Enjoy listening to longer stories and can remember key events.</p> <p align="center">Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p align="center">Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p>	<p align="center">Questions why things happen and gives explanations.</p> <p align="center">Uses a range of tenses (e.g. play, playing, will play, played)</p> <p align="center">Understands use of objects (e.g. "What do we use to cut things?")</p>

			the names of things and can retell a simple past event in correct order (e.g. went down slide, hurt finger).			
<b>Physical Development-Skills</b>  <b>Gross motor</b>  <b>Fine Motor</b>	<p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Moves in a range of ways, such as slithering, shuffling, crawling, walking, running and jumping.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>May be beginning to show preference for dominant hand</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently using a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>			<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p> <p>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.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>		
<b>Physical Development -PE focus</b>	Dance Link to ILP	Dance Link to ILP	Gymnastics	Gymnastics	Games	Games

<p><b>Physical development - ongoing</b></p>	<p>Managing personal needs – taking off and putting on own coat, using zips and buttons, looking after own belongings, making choices at snack times and lunch times routines, toileting and handwashing.</p> <p>Ongoing- Access to outdoor equipment. Pencil grip and control. Using a range of tools. Using the stairs to access the PE area.</p>					
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>SCARF: ME &amp; MY RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>● Marvellous me!</li> <li>● I'm special</li> <li>● People who are special to me</li> </ul> <p><b>EYFS curriculum focus:</b></p> <ul style="list-style-type: none"> <li>● Making relationships</li> <li>● Importance of hand washing (link to PD)</li> <li>● Recognising similarities and differences between each other</li> </ul>	<p><b>SCARF: VALUING DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>● Me and my friends</li> <li>● Friends and family</li> <li>● Including everyone</li> </ul> <p><b>EYFS curriculum focus:</b></p> <ul style="list-style-type: none"> <li>● Learning to share through group activities</li> <li>● Gaining confidence to work and play in school</li> <li>● Bonfire safety - through story book discussion</li> </ul>	<p><b>SCARF: KEEPING MYSELF SAFE</b></p> <ul style="list-style-type: none"> <li>● People who help to keep me safe</li> <li>● Safety Indoors and Outdoors</li> <li>● What's safe to go into my body</li> </ul> <p><b>EYFS curriculum focus:</b></p> <ul style="list-style-type: none"> <li>● Learning to share through group activities</li> <li>● Gaining confidence to work and play in school</li> <li>● Hand washing continued through food activities (PD)</li> <li>● Strangers early awareness through songs</li> </ul>	<p><b>SCARF: RIGHTS &amp; RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>● Looking after myself</li> <li>● Looking after others</li> <li>● Looking after my environment</li> </ul> <p><b>EYFS curriculum focus:</b></p> <ul style="list-style-type: none"> <li>● Taking part in group activities, extending learning through stories and play – co-operative play opportunities</li> <li>● Join in with activities co-operatively, sharing with others</li> <li>● Confidence to ask for help and work/play more independently</li> <li>● Road / water safety - characters</li> </ul>	<p><b>SCARF: BEING MY BEST</b></p> <ul style="list-style-type: none"> <li>● What does my body need?</li> <li>● I can keep trying</li> <li>● I can do it!</li> </ul> <p><b>EYFS curriculum focus:</b></p> <ul style="list-style-type: none"> <li>● Taking part in group activities, extending learning through stories and play – co-operative play opportunities</li> <li>● Join in with activities co-operatively, sharing with others</li> <li>● Confidence to ask for help and work/play more independently</li> </ul>	<p><b>SCARF: GROWING &amp; CHANGING</b></p> <ul style="list-style-type: none"> <li>● Growing and changing in nature</li> <li>● When I was a baby</li> <li>● Girls, boys and families</li> </ul> <p><b>EYFS curriculum focus:</b></p> <ul style="list-style-type: none"> <li>● Taking part in group activities, extending learning through stories and play – co-operative play opportunities</li> <li>● Join in with activities co-operatively, sharing with others</li> <li>● Confidence to ask for help and work/play more independently</li> </ul>

				actions within Book of the Week		
<p><b>Literacy -Reading</b></p> <p><b>Comprehension</b></p> <p><b>Word reading</b></p>	<p>Shows interest in familiar print in the environment e.g. first letter of name or age</p> <p>Ask questions and makes comments about the book and shares their own ideas and develop play around favourite stories using props.</p> <p>Enjoys rhyming and rhythmic activities and join in with songs and rhymes by copying sounds, rhythms, tunes and tempo.</p> <p>Recognises some letters from their own name</p> <p>Begins to join in with games involving oral blending/segmenting</p> <p>Develop phonological awareness allowing them to;</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes;</li> <li>- count or clap syllables in a word;</li> <li>- recognise words with the same initial sound e.g. mum/Maisy'</li> </ul>		<p>Understand that print has meaning and different purposes.</p> <p>Shows awareness that we read English text from left to right and from top to bottom, that the different parts of a book have a name and that pages are sequenced</p> <p>Shows awareness of rhyme and alliteration</p> <p>Joins in with conversations about stories, learning and using new vocabulary</p> <p>Recognises own name</p> <p>Begins to join in with games involving oral blending/segmenting</p> <p>Hears and says some letter sounds</p> <p>Orally blend and segment a few CVC words</p>		<p>Describes main story settings, events and principal characters</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary during their play</p> <p>Recite some songs or rhymes independently</p> <p>Recognises familiar words and signs</p> <p>Read all set 1 single letter sounds speedily and blend/segment using these sounds.</p> <p>Begins to read 4/5 sound words</p> <p>Recognises a few common exception words</p>	
<p><b>Book of the week focus</b></p> <p><b>Pie Corbett Reading Spine books in blue;</b></p> <p><b>Diversity specific books in green;</b></p> <p><b>Non-fiction in red</b></p>	<p><b>What I Like About Me!</b></p> <p>Please Don't Wash This Bear</p> <p>Where's Spot? By Eric Hill</p> <p>You Choose by Pippa Goodhart and Nick Sharatt</p>	<p>Snowball by Sue Hendra</p> <p>Hovis the Hedgehog</p> <p>The First Day of Winter</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Stickman by Julia Donaldson</p>	<p>Supertato by Sue Hendra</p> <p>The Tiger Who Came to Tea by Judith Kerr (Y1)</p> <p>Mr Marvel and the Cake</p> <p>Dirty Bertie by David Roberts</p> <p>The Gingerbread Man</p>	<p>Bunnies in a Boat by Philip Ardagh and Ben Mantle</p> <p>Duck in the Truck by Jez Alborough</p> <p>Whatever Next by Jill Murphy (FS2)</p> <p>The Train Ride by June Crebbin</p>	<p>Snail Trail by Ruth Brown</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>I am a Bee by Rebecca McDonald and James McDonald</p> <p>Jasper's Beanstalk by Nick Butterworth and Mick Inkpen</p>	<p>Look inside what we throw away by Rose Hall</p> <p>Dear Zoo by Rod Campbell</p> <p>The Shark With No Teeth</p> <p>What We Wear by Maya Ajmera (NF)</p> <p>What We Wear by Maya Ajmera (NF)</p>

<p><b>Traditional Tales in purple</b></p>	<p>Brown Bear Brown Bear What do you see? By Bill Martin Jr</p> <p>Cows in the Kitchen</p>	<p>Arctic Animals by Jill MacDonald</p> <p>The First Christmas</p>	<p>Chinese New Year</p>	<p>Awesome Ambulances by Tony Mitton</p> <p>Big Digger Little Digger</p> <p>Easter Story</p>	<p>Mad About Bugs (NF)</p>	<p>Baby Goes to Market by Atinuke &amp; Angela Brooksbank</p>
<p><b>Poems to recite/texts to learn</b></p>	<p>Baseline:</p> <p>Twinkle Twinkle</p> <p>Baa Baa Black Sheep</p>	<p>If you're happy and you know it</p> <p>The grand old duke of York</p> <p>Hickory Dickory Dock</p>	<p>One Potato Two Potato</p> <p>I'm a Little Teapot</p> <p>Head Shoulders Knees and Toes</p>	<p>Down by the station</p> <p>Row Row Row your boat</p> <p>The wheels on the bus</p>	<p>Incy Wincy Spider</p> <p>There's a worm at the bottom of the garden</p> <p>Mad About Minibeasts (poetry text)</p>	<p>B-i-n-g-o</p> <p>10 little lions</p>
<p><b>Literacy- Writing</b></p>	<p>Sometimes gives meaning to marks as they draw and paint and make a marks that stand for their name.</p> <p>Uses some of their print and letter knowledge in their early writing e.g.</p> <ul style="list-style-type: none"> <li>- writing a pretend shopping list;</li> <li>- writing 'm' for mummy;</li> </ul>		<p>Gives meaning to marks they make in a range of media and drawings/paintings are recognisable to others</p> <p>Writes some letters accurately and writes some or all of their name</p> <p>Developing correct posture for writing</p>		<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Writes own name and other things such as labels, captions</p> <p>Can segment the sounds in simple words and blend them together</p>	
<p><b>Main Writing Focus</b></p>	<ul style="list-style-type: none"> <li>● Making marks freely</li> <li>● Making marks to represent own name</li> <li>● Creating marks to represent an image</li> </ul>		<ul style="list-style-type: none"> <li>● Making marks to represent own name using some recognisable letter shapes</li> <li>● Creating images and giving meaning to these marks</li> <li>● Forming letter shapes taught through RWI</li> <li>● Tracing and copying letters in own name</li> </ul>		<ul style="list-style-type: none"> <li>● Labelling using correct initial sounds</li> <li>● Writing for a purpose using some correct initial sounds</li> <li>● Writing own name</li> <li>● Hearing and writing sounds in CVC words</li> </ul>	
<p><b>Independent Writing Focus (2 per term)</b></p>	<ul style="list-style-type: none"> <li>● Making marks to represent own name</li> </ul>	<ul style="list-style-type: none"> <li>● Tracing letters wot write own name</li> </ul>	<ul style="list-style-type: none"> <li>● Writing of taught sounds</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing opportunities alongside</li> </ul>	<ul style="list-style-type: none"> <li>● Name writing</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunity to write for a purpose e.g.</li> </ul>

	<ul style="list-style-type: none"> <li>Drawing of a character from a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>Making marks to represent a Christmas wish list</li> </ul>	<p>from RWI sessions</p> <ul style="list-style-type: none"> <li>Name writing opportunity</li> </ul>	<p>opportunities to label with initial sounds where possible</p>	<ul style="list-style-type: none"> <li>Writing of labels</li> </ul>	<p>create a map or a menu</p> <ul style="list-style-type: none"> <li>Labelling of CVC words</li> </ul>
<b>Handwriting Units</b>	Fine motor evidence	Fine motor evidence	RWI formation sheets - m a s d t i n p	RWI formation sheets- g o c k u b f e	RWI formation sheets- l h r j	RWI formation sheets v y w z
<b>Spelling/ Phonics</b>	<p>Environmental sounds</p> <ul style="list-style-type: none"> <li>Environmental</li> <li>Instrumental</li> <li>Body percussion</li> </ul>	<p>Environmental sounds</p> <ul style="list-style-type: none"> <li>Rhythm and rhyme</li> <li>Alliteration</li> <li>Voice</li> </ul>	RWI Set 1 - m a s d t i n p	RWI Set 1 - g o c k u b f e	RWI Set 1 - l h r j	v y w z
<b>Maths</b>	<p>Shape of the week</p> <p>Daily calendar activity discussing the days of the week and the date.</p> <p>Counting rhymes and songs</p> <p>Comparing sizes and height</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Shape of the week</p> <p>Daily calendar activity discussing the days of the week and the date.</p> <p>Counting rhymes and songs</p> <p>Counting objects in sequence</p> <p>Reciting numbers past 5</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides',</p>	<p>Number of the week</p> <p>Daily calendar activity discussing the days of the week and the date.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Subitising</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Comparing weight</p>	<p>Number of the week</p> <p>Daily calendar activity discussing the days of the week and the date.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Make comparisons between objects relating to size,</p>	<p>Number of the week</p> <p>Daily calendar activity discussing the days of the week and the date.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Talk about and identifies the patterns around them. For</p>	<p>Number of the week</p> <p>Daily calendar activity discussing the days of the week and the date.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an</p>

		<p>'corners'; 'straight', 'flat', 'round'.</p> <p>Comparing length</p>		<p>length, weight and capacity.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p>
<p><b>Understanding of the World -Past and present</b></p>	<p><b>Remembers and talks about significant events in their own experiences</b></p>		<p><b>Makes sense of their own life story and families history e.g. special times or events.</b></p> <p><b>Shows interest in people's different roles and ways of life.</b></p>			
	<p>(Family)</p> <p>Children will know that/ know how;</p> <ul style="list-style-type: none"> <li>- they have a family</li> <li>- to name some of their family members</li> <li>- to use prompts e.g. photos or special objects to support them to talk about their families</li> </ul>	<p>(Favourite celebrations)</p> <p>Children will know that/ know how;</p> <ul style="list-style-type: none"> <li>- we celebrate and enjoy different celebrations and may have favourites</li> </ul> <p>Explore past celebrations and traditions</p>	<p>Children will know that/ know how</p> <ul style="list-style-type: none"> <li>-to talk about our family and meal times</li> <li>- to comparing their meal experiences to others in the class</li> <li>- use prompts e.g. photos or special objects to support them to; talk about how they have changed over time</li> </ul>	<p>Children will know that/ know how</p> <ul style="list-style-type: none"> <li>- some people in our family have different jobs</li> </ul>	<p>(My Life and My family)</p> <p>Children will know that/ know how to</p> <ul style="list-style-type: none"> <li>- recall what they have experienced with their families</li> </ul> <p>(home school link opportunity)</p>	<ul style="list-style-type: none"> <li>-Talk about themselves and their families and where they have been on holiday or visited.- home/school link information.</li> </ul>

		Bonfire Night, Remembrance Day, Harvest, Christmas"	(home school link opportunity)			
<b>Understanding of the World- People, Culture and Communities</b>	<p>In small world play children talk about objects found in real life environments i.e. houses, trees, a park.</p> <p>Learns that they have similarities and differences that connect them or set them apart from others</p>		<p>Shows an awareness of features within their immediate environment and begin to use taught vocabulary in their play</p> <p>Talk about their own family and community and begin to develop positive attitudes towards others ; Begin to talk about different beliefs, customs and ways people celebrate special times.</p>			
<b>And RE focus</b>	<p>(Local Area)</p> <p>Children will know that/ know how; - to use available resources to create real life environments that reflect their experiences - to use vocabulary linked with the locality e.g. shop, school, park, tree, flower ect.</p> <p>RE Focus- (My senses) -that there are things that make the world beautiful such as plants and animals</p>	<p>Children will know that/ know how; - that woodlands can be found near where they live - to talk about what objects are found in our class or outside -to use available resources create real life environments e.g. winter in the garden</p> <p>(Celebrations) Children will know that/ know how; - we celebrate and enjoy different celebrations and may have favourites - other people may celebrate in different ways or have different favourite celebrations</p> <p>RE Focus- (Friendships)</p>	<p>Children will know that/ know how; - that Talking about our family and family times -to use available resources to create real life experiences in a cafe or visit to the shop.</p> <p>RE Focus- People special to me People special to me -to know that my family and other families are similar. -to know that I have grown from a baby to a child</p>	<p>- Community job roles -Fire and police visit on a 2yr programme to visit FS1 and FS2 to discuss their occupation and roles in the local community.</p> <p>RE Focus - (Special books and stories) -to know that the Christian bible is the special holly book about God -to know that stories can be found in the bible -i know some stories are important to Christians e.g. the creation story and the story of Noah"</p>	<p>Children will know that/ know how; - to use available resources to create real life environments that reflect their immediate environment e.g. Summer in the garden</p> <p>RE Focus- -to know that Christians believe that God created the world -to describe the natural world showing respect and care means looking after the world- Revisit the creation story</p>	<p>- to begin to show awareness of other environments -Finding out about countries from around the world-links to book of the week -Make comparisons between countries</p> <p>RE Focus - Our community -to know that people live in different places in the world -I know that being apart of the school community is important -I know that the place where I live is my local community</p>

		-know that there are differences between people such as how they look and the languages they speak -to know that it is good to be different and that my friends may be different to myself"				
<b>Understanding of the World- The Natural World</b>	Talk about the natural world using a wide range of taught vocabulary		Understand how to care for living things and the environment; Can talk about some of the things they have observed such as plants, animals, natural and found objects.			
	Explore natural materials using all their senses and begin to discuss different/ similar properties		Talks about why things happen and how things work e.g. wind up toys and pulleys; talk about properties and changes to materials e.g. ice melts, float/sink			
	Children will know that/know how; - talk about natural objects using their senses - use a wide range of vocabulary linked with locality e.g. tree, grass, flowers ect. - different objects have different properties  MATERIAL FOCUS: Floating and Sinking	Children will know that/know how; - talk about natural objects using their senses - use a wide range of vocabulary linked with woodlands e.g. tree, branch, bark, flowers, damp/dry ect. - different objects have different properties - talk about plants, animals and natural objects found in cold places MATERIAL FOCUS: Melting opposites e.g. hot/ cold and dry/wet"	Children will know that/know how; -some plants and trees grow food. -other food comes from animals - different objects have different properties  MATERIAL FOCUS: Food tasting- describing what they feel and taste	Children will know that/ know how: -about different vehicles and their jobs-through the book of the week -finding how we make things move or move faster -push/pull/ramp etc  MATERIAL FOCUS- Magnetic/Not magnetic	Children will know that/know how; - talk about plants, bugs and natural objects - different objects have different properties -learning about planting seeds cress and sunflowers - - explore the lifecycle of a butterfly (have real caterpillars to observe the life cycle)  MATERIAL FOCUS- Waterproof/ not waterproof	Children will know that/know how; -that there are different countries around the world-link to the book of the week -learning about different animals living in different habitats  MATERIAL FOCUS- describing and categorising materials"
<b>Understanding the world- computing</b>	Children will know that/know how; - to use the IWB to sign in to the class attendance. -to add their own dojo using the interactive	Children will know that/know how; - continue to use dojo independently -use the IWB to make marks	Children will know that/know how; -to take a photo using a camera or ipad -continue to use the IWB independently practising	Children will know that/ know how: -use a bee bot digger (1 step and go)	Children will know that/know how: -that the internet is available on the computer and can be used to find information (research bugs or plants	Children will know how or that: -use bee bots to programme a simple route

	board -to use technological toys with buttons and flaps	-to use an IPAd to make marks-changing ink colour or creating a simple picture.	previous skills	-use and control remote control cars	using internet-whole class teacher guided)	
<b>Expressive Arts and Design:</b>	<p><b>Begin to explore materials, using all their senses to investigate them</b></p> <p><b>Manipulate and play with different materials; using their imagination as they consider what they can do with different materials.</b></p> <p><b>Make simple models which express their ideas.</b></p> <p><b>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</b></p>		<p><b>Explore different materials, using all their senses to investigate them.</b></p> <p><b>Beginning to be interested in and describe the texture of things.</b></p> <p><b>Explores colour and how colours can be changed.</b></p> <p><b>Realises tools can be used for a purpose.</b></p> <p><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></p> <p><b>Use drawing to represent ideas like movement or loud noises.</b></p> <p><b>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</b></p>			
<b>EAD-Art/Dt</b>	<p><b>Children know that/know how;</b></p> <p><b>- explore how colours change</b></p> <p><b>-use lines/closed shapes to represent objects</b></p> <p><b>- show emotions in their drawings and paintings</b></p> <p><b>- begin to use tools for a purpose e.g. paint, pencils</b></p> <p>Focus:</p> <p>- Self portraits (PSED link)</p>	<p><b>Children know that/know how;</b></p> <p><b>- explore a range of different materials using their senses</b></p> <p><b>- manipulate and play with different materials to create simple models</b></p> <p><b>-3D modelling</b></p> <p>Focus:</p> <p>- Making snowmen</p> <p>- Making Christmas cards, calendars &amp; Christmas craft</p> <p>- Sculpture of hedgehog/snowman</p>	<p><b>Children know that/know how;</b></p> <p><b>- explore how colour can be changed</b></p> <p><b>- beginning to explore texture</b></p> <p><b>- explore how different paintbrushes and printing materials can be used</b></p> <p>Focus:-</p> <p>Food related art and design</p> <p>-Drawing and making food</p>	<p><b>Children will know that/know how;</b></p> <p><b>- explore different materials and textures</b></p> <p><b>- begin to explore how colours can be changed and used for a purpose</b></p> <p><b>- create simple models</b></p> <p><b>- use a range of tools for a purpose</b></p> <p><b>- begin to use different resources to join</b></p> <p>Focus:</p>	<p><b>Children will know that/know how;</b></p> <p><b>- explore different materials and textures</b></p> <p><b>- explore colours</b></p> <p><b>- use a range of tools and techniques for a purpose</b></p> <p><b>- attach a range of materials</b></p> <p>Focus-</p> <p>-exploring colours and choosing them correctly</p>	<p><b>Children will know that/know how;</b></p> <p><b>-Explore different materials, using all their senses to investigate them.</b></p> <p><b>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></p> <p>Focus:</p> <p>-countries around the world themed art</p>

	<ul style="list-style-type: none"> <li>- Drawing activities with a book of the week link</li> <li>- ILP themed art and design</li> <li>-Focus on drawing objects and people and giving meaning to marks.</li> <li>- Collages</li> <li>-Using glue sticks/resources</li> </ul>	<ul style="list-style-type: none"> <li>- Making house for hedgehog/bear</li> <li>- ILP themed art and design</li> <li>- Focus on developing drawing-adding detail to pictures.</li> <li>-Painting focus Winter themed art and design</li> </ul>	<ul style="list-style-type: none"> <li>-Focus on collage</li> <li>-printing with fruits/vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>-Easter themed art and craft (link to UW)</li> <li>- Transport themed art and design</li> <li>-Focus on printing with wheels of vehicles</li> </ul>	<ul style="list-style-type: none"> <li>-Creepy crawly themed art and design</li> <li>-fold painting experiences</li> <li>-paint with mud - outdoors</li> <li>-Focus on natural art</li> </ul>	<ul style="list-style-type: none"> <li>-Focus on using different media and materials to create art.</li> </ul>
<b>EAD- Being imaginative</b>	<p><b>Engages in imaginative role-play based on own first-hand experiences.</b></p> <p><b>Start to develop pretend play, pretending that one object represents another.</b></p>		<p><b>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</b></p> <p><b>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</b></p>			
	<p>(Local Area)</p> <p>Children will know that/ know how;</p> <ul style="list-style-type: none"> <li>- to use available resources to create real life environments that reflect their experiences</li> <li>- to use vocabulary linked with the locality e.g. shop, school, park, tree, flower ect.(link to UW)</li> </ul>	<p>(Cold places)</p> <p>Children will know that/ know how;</p> <ul style="list-style-type: none"> <li>- to use available resources to create real life winter scenes with winter themed animals</li> <li>-compare hot and cold-using ice</li> <li>-use vocabulary linked to cold-frost, ice, damp, chilly, winter ect. (link to UW)</li> </ul>	<p>(Food places/themed)</p> <p>Children will know that/ know how;</p> <ul style="list-style-type: none"> <li>- to use available resources to create real life scenarios e.g, café, shop, picnics</li> <li>-use vocabulary linked to food places e.g order, bill, tasty, sour, sweet, yummy, menu etc</li> </ul>	<p>(transport themed places)</p> <p>Children will know that/how:</p> <ul style="list-style-type: none"> <li>-to use available resources to create real life scenarios e.g. roads, villages, towns, carparks etc.</li> <li>-use vocabulary- busy, quiet, town, village , fast, slow</li> </ul>	<p>(Garden themed/ bug houses)</p> <p>Children will know how/that:</p> <ul style="list-style-type: none"> <li>-to use available resources to create a garden or bug house- bark, twig, stone, slate, sand, pebbles etc.</li> <li>-use correct vocabulary for garden themed items-path, bench, fence etc.</li> </ul>	<p>(different countries and habitats)</p> <p>Children will know how/that:</p> <p>To use available resources to create a small world for different places or habitats discovered during the book of the week or learning- e.g. sea/ dessert/ jungle etc</p> <p>-using vocabulary required for the</p>

						different places chosen
<b>EAD-Music</b>	<p>Joins in singing a range of favourite songs.</p> <p>Make rhythmical and repetitive sounds.</p>	<p>Sings a few familiar songs.</p> <p>Developing preferences for forms of expression.</p> <p>Listen with increased attention to sounds.</p> <p>Explore rhythms with a range of musical instruments</p> <p>Remember and sing entire songs.</p>				
	<p>-Exploring musical instruments</p> <p>-singing nursery rhymes</p> <p><b>Music - Charanga</b></p> <p>Musical activities for pulse, rhythm and pitch</p> <p>Pat-a-cake, 1 2 3 4 5 Once I caught a fish alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers</p>	<p>-singing Christmas songs and rhymes</p> <p>-learning winter themed songs and rhymes</p> <p>-exploring and changing the sounds of instruments</p> <p><b>Music – Charanga</b></p> <p>Musical activities for pulse, rhythm and pitch</p> <p>Pat-a-cake, 1 2 3 4 5 Once I caught a fish alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers</p>	<p>-Singing food themed songs and rhymes</p> <p>-making own simple instruments(rice shaker etc)</p> <p><b>Music – Charanga (My Stories)</b></p> <p>Musical activities for pulse, rhythm and pitch</p> <p>I'm a Little Teapot, The Grand Old Duke of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, ABC</p>	<p>-making sounds for different transports- car noise, train noise, rockets, boats etc</p> <p>-making sounds fast/slow-changing how it sounds</p> <p>-transport themed songs</p> <p><b>Music – Charanga (My Stories)</b></p> <p><i>Musical activities for pulse, rhythm and pitch</i></p> <p>I'm a Little Teapot, The Grand Old Duke of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, ABC</p>	<p>- Mini beasts/ garden themed nursery rhymes and songs</p> <p>-playing songs with musical instruments</p> <p><b>Music - Charanga (Everyone!)</b></p> <p><i>Musical activities for pulse, rhythm and pitch</i></p> <p>Wind the bobbin up, Rock-a-bye baby, Five Little Monkeys, Twinkle Twinkle, If you're happy and you know it, Heads shoulders knees and toes</p>	<p>-exploring music from different cultures and countries</p> <p>-exploring how the music makes us feel and move/how this changes</p> <p><b>Music - Charanga (Everyone!)</b></p> <p><i>Musical activities for pulse, rhythm and pitch</i></p> <p>Wind the bobbin up, Rock-a-bye baby, Five Little Monkeys, Twinkle Twinkle, If you're happy and you know it, Heads shoulders knees and toes</p>
<b>ILP</b>	What can you see?	Winter Wonderland	Yummy in my Tummy	On the Move	Down at the bottom of the garden	Here, there and everywhere