

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C o m m u n i c a t i o n a l L a n g u a g e	R e c e p t i o n	D e v e l o p m e n t M a t e r (R e c e p t i o n)	<u>Listening, Attention and Understanding</u> LA12: Children will listen carefully to a story. (CL52, CL53) LA13: Children will understand how to listen carefully and why it is important. (CL43) LA14: Children will answer and ask who, what, when and where questions. (CL46) LA15: Children will join in with repeated refrains in a story. (CL52, CL53) <u>Speaking</u> S16: Children will develop social phrases. (CL51) Children will know, understand and use the vocabulary linked to our topic 'All about Me' – special, unique, similar, different	<u>Listening, Attention and Understanding</u> LA16: Children will answer and ask why questions. (CL46) Use talk to help work out problems and organise thinking and activities, and to explain how things work and might happen Listen carefully to rhymes and songs, paying attention to how they sound <u>Speaking</u> S19: Children will describe events taking place in the school routine. (CL49) Children will know, understand and use the vocabulary linked to our topic 'What a Wonderful Time of Year' - See Topic specific vocabulary in MTP- FOR RE, SCARF and UTW	<u>Listening, Attention and Understanding</u> LA17: Children will talk about key events in a story. (CL52, CL53) LA18: Children will answer and ask how questions. (CL46) <u>Speaking</u> S21: Children will describe events in detail. (CL49) Use new vocabulary in different contexts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children will know, understand and use the vocabulary linked to our topic- 'Space' - See Topic specific vocabulary in MTP- FOR RE, SCARF and UTW	<u>Listening, Attention and Understanding</u> LA19: Children will identify the main characters in the story and talk about their feelings. (CL52, CL53) Listen to and talk about stories to build familiarity and understanding <u>Speaking</u> S22: Children will know a range of connectives to join their ideas. (CL48) S23: Children will retell a known poem. (CL57) Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Children will know, understand and use the vocabulary linked to our topic- 'Tell Me a Story' - See Topic specific vocabulary in MTP- FOR RE, SCARF and UTW	<u>Listening, Attention and Understanding</u> LA20: Children will link events in a story to their own experiences. (CL52, CL53) Engage in non-fiction books <u>Speaking</u> S24: Children will speak in whole class scenarios to share their experiences and interests. (ELG) Use new vocabulary throughout the day Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children will know, understand and use the vocabulary linked to our topic- 'Amazing Animals' - See Topic specific vocabulary in MTP- FOR RE, SCARF and UTW	<u>Listening, Attention and Understanding</u> LA21: Children will 'hot seat' characters from a story. (CL52, CL53) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG) Make comments about what they have heard and ask questions to clarify their understanding. (ELG) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) <u>Speaking</u> S25: Children will express ideas using past and present tense. (ELG) Children will know, understand and use the vocabulary linked to our topic- 'Seaside Adventure' - See Topic specific vocabulary in MTP- FOR RE, SCARF and UTW

	<u>Listening, Attention and Understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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			Autumn 1 Me and My relationships	Autumn 2 Valuing Difference	Spring 1 Keeping safe	Spring 2 Rights and Respect	Summer 1 Being my Best	Summer 2 Growing and Changing
P e r s o n a l , S o c i a l a n d E m o t i o n a l D e	R e c e p t i o n e	D e v e l o p m e n t a l (R e c e p t i o n)	<u>Self-Regulation</u> SR13: Children will see themselves as unique by sharing their hobbies and interests. (PSED34) <u>Managing self</u> Children will know how to make the right choice and the consequences of not doing so. Children will know the classroom rules Children will look after their own basic hygiene needs- hand washing <u>Building Relationships</u> BR7: Children will know how to identify their feelings, using books such as 'Daisy's Dragons' (PSED38) Children will identify people who can help them	<u>Self-Regulation</u> To see themselves as a valuable individual <u>Managing Self</u> Children will manage their own basic hygiene needs. <u>Building Relationships</u> Children will think about the perspectives of others Anti- bullying week- To build constructive and respectful relationships Children will recognise similarities and difference between people.	<u>Self-regulation</u> SR20: Children will know what angry feels like and how to work through feelings of anger. (PSED38) <u>Managing Self</u> MS17: Children will know what a sensible amount of screen time is and why this is important for their health. (PSED41) MS19: Children will know how to be a safe pedestrian and why this is important. (PSED41) <u>Building Relationships</u>	<u>Self-regulation</u> SR15: Children will know how to be helpful by taking on jobs such as serving snack and washing up. (PSED35) <u>Managing Self</u> <u>Building Relationships</u> BR10: Children will be able to describe what makes a good friend; such as listening and sharing. (PSED35) BR8: Children will know to listen with respect. (PSED35)	<u>Self-regulation</u> <u>Managing Self</u> MS16: Children will know how regular teeth brushing is important for their health. (PSED41) MS18: Children will know about the importance of a good sleep routine for their health. (PSED41) MS12: Children will know how regular exercise is important for their health. (PSED41) MS15: Children will know why healthy eating is important. (PSED41) <u>Building Relationships</u>	<u>Self-regulation</u> SR23: Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'. (PSED35, PSED37) <u>Managing Self</u> <u>Building Relationships</u> BR12: Children will know how to resolve a problem by talking it through with a friend or adult. (PSED36)

v e l o p m e n t	<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. <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.
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			Autumn 1 Complete PE- Gymnastics	Autumn 2 Complete PE- Locomotion	Spring 1 Complete PE- Dance	Spring 2 Complete PE- Ball Skills – Hands	Summer 1 Complete PE- N/A May Dancing	Summer 2 Complete PE- Ball Skills- Feet Athletics- Sports Day
P h y s i c a l D e v e l o p m e n t	R e c e p t i o n	D e v e l o p m e n t (R e c e p t i o n	<u>Gross Motor</u> GM14: Children will know how to hop, skip and jump. (P37) GM18: Children will know how to safely jump off of gymnastics equipment (P44) Confidently use a range of large and small apparatus indoors, alone and in a group Develop overall body strength, balance, coordination and agility Combine different moves with ease and fluency <u>Fine Motor</u> FM21: Children will know the correct pencil grip and	<u>Gross Motor</u> Revise and refine the fundamental movement skills they have already acquired- rolling, crawling, walking, jumping, running, hopping, skipping, climbing <u>Fine Motor</u> FM24: Children will be able to cut along straight lines using two-hole scissors. (P40) FM25: Children will know how to correctly form the curly caterpillar letters FM26: Children will know how to correctly form the numbers 0 and 1 (P47)	<u>Gross Motor</u> GM16: Children will be able to complete various moves as part of a dance routine (P39) Children will progress towards a more fluent style of movement with grace and control Combine different moves with ease and fluency <u>Fine Motor</u> FM28: Children will know how to correctly form the one armed robot letters FM29: Children will know how to correctly form the numbers 2 and 3 (P47) To develop small motor skills so they can use a	<u>Gross Motor</u> GM21: Children will know how to throw and catch different sized balls. (P45, P46) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball <u>Fine Motor</u> FM30: Children will be able to cut along wavy lines using two-hole scissors. (P40) FM31: Children will know how to correctly form the long legged giraffe letters	<u>Gross Motor</u> Develop overall body strength, balance, coordination and agility Progress towards a more fluent style of moving Combine different moves with ease and fluency <u>Fine Motor</u> FM33: Children will be able to cut along zig-zag lines using two-hole scissors. (P40) FM34: Children will know how to correctly form the zig zag monster letters FM36: Children will know how to correctly form the numbers 6 and 7. (P47)	<u>Gross Motor</u> GM20: Children will know how to kick and pass different sized balls. (P45, P46) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball <u>Fine Motor</u> FM37: Children will be able to cut around various shapes using two-hole scissors. (P40) FM38: Children will know how to correctly form capital letters. (P47)

		o n) posture for writing. (P41, P47) FM22: Children will be able to use two-hole scissors to make snips in paper. (P40) FM23: Children will know how to correctly form the letters in their name. (P47) Children will use their core strength to achieve good muscle posture when sitting at a table or sitting on the floor FM27: Children will know how to use a knife and fork to cut. (P40) Children will know how to take shoes and socks on and off. Children will know how to take off jumpers and coats, and correct the sleeves.	Children will know how to zip up their coat. Children will know how to put on hats, scarves and gloves	range of tools, competently, safely and independently.	FM32: Children will know how to correctly form the numbers 4 and 5. (P47)		FM39: Children will know how to correctly form the numbers 8 and 9. (P47)
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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L i t e r a c y	R e c e p t i o n	D e v l o p m e n t a l e r s (R e c e p t i o n)	Comprehension C7: Children will retell a known story. (L27) Word Reading WR7: Children will read the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck WR8: Children will hear and identify initial sounds in words. (L22) Children will read the tricky words- l, the Writing W8: Children will write their name. (L20) W9: Children will correctly form the letters in their name (L28) W10: Children will write initial sounds. (L29)	Comprehension C11: Children will use vocabulary in context learned in literacy sessions. (L27) Word Reading WR9: Children will read e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz WR10: Children will blend sounds in words orally. (L23) Children will read the tricky words- no, go, to, into Writing W11: Children will segment CVC words to write. (L29) W12: Children will know how to correctly form the curly caterpillar letters	Comprehension C8: Children will identify key events in a known story. (L27) C10: Children will engage in discussion around poems. (L27) C9: Children will engage in discussion around non-fiction books. (L27) Word Reading Children will read the sounds, ar, or, ur, ow, oi, ear, air, ure, er WR11: Children will blend sounds in words. (L23) Children will read the tricky words: you, all, was, my, by, give, live, Writing W13: Children will independently write CVC words. (L29) W14: Children will correctly form the one armed robot letters	Comprehension C9: Children will engage in discussion around non-fiction books. (L27) C7: Children will retell a known story. (L27) C11: Children will use vocabulary in context learned in literacy sessions. (L27) Word Reading Children will revise all sounds taught so far Children will revise all tricky words taught so far WR11: Children will blend sounds in words. (L23) Writing Children will write words containing digraphs taught so far W16: Children will write a short phrase. (L30) W17: Children will correctly form the long legged giraffe letters	Comprehension C11: Children will use vocabulary in context learned in literacy sessions. (L27) C9: Children will engage in discussion around non-fiction books. (L27) Word Reading Children will read phase 4 words Children will read the tricky words the tricky words: said, have, like, so, out, do Writing W18: Children will write a short sentence using a full stop. (L30) W20: Children will correctly form the 'zig zag letters	Comprehension C12: Children will be able to answer questions about a given story. (L27) Word Reading Children will read phase 4 words Children will know the tricky words some, come, were, what, there, little, one, when Writing W21: Children will correctly form capital letters. (L28) W22: Children will write a short sentence using a capital letter and a full stop. W23: Children will read what they have written to check it makes sense. (L31)
			Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
M a t h s	R e c e p t i o n (R e c e p t i o n)	D e v e l o p m e n t a l m a t h e m a t i c s	Number (taken from Mastering Number) Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Numerical Patterns <i>WRM: Talk about measure and patterns</i> - Compare size, mass & capacity - Exploring pattern	Number (taken from Mastering Number) Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Numerical Patterns <i>WRM 'It's Me 1 2 3'</i> - Circles and triangles - Positional language <i>WRM: 'Shapes with four sides'</i> - Identify and name shapes - Combine shapes - Explore daily routine	Number (taken from Mastering Number) Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Numerical Patterns <i>WRM 'Alive in 5'</i> - Compare mass (2) - Compare capacity (2) <i>WRM 'Growing 6, 7, 8'</i> - Length & height	Number (taken from Mastering Number) Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers Numerical Patterns <i>WRM 'Growing 6, 7, 8'</i> - Time <i>WRM 'Building 9 & 10'</i> - 3D shapes - Spatial awareness - Patterns	Number (taken from Mastering Number) Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Numerical Patterns <i>WRM 'To 20 and beyond'</i> - Spatial reasoning (1) - Match, rotate, manipulate <i>WRM 'How many now?'</i> - Spatial reasoning (2) - Compose & decompose	Number (taken from Mastering Number) Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting Numerical Patterns <i>WRM: Manipulate, compose and decompose</i> - Rotate shapes - Manipulate shapes - Compose and decompose <i>WRM: 'Visualise, build and map'</i> - Identify repeating patterns - Create own repeated patterns - Describe position - Explore mapping <i>WRM: 'Make connections'</i> - Deepen understanding - Patterns and relationships

Number: 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.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

			Autumn 1 All About Me	Autumn 2 What a Wonderful Time of Year	Spring 1 Space	Spring 2 Tell Me a Story	Summer 1 Amazing Animals	Summer 2 Seaside Adventure
U n d e r s t a n d i n g t h e W o r l d	R e s o u r c e s (R e c e p t i o n)	H i s t o r y	Past and Present PP8: Children will talk about their family and community. (UTW20, UTW21) Children will name and describe people who are familiar to them.	Past and Present PP10: Children will know that on Remembrance Day we wear poppies to remember the soldiers who died in the war. (UTW23) PP13: Children will know that the past is anything before the current day. (UTW22) PP14: Children will know that the present is now. (UTW22) Children will compare and contrast characters from stories, including figures from the past	Past and Present Children will know who Mae Jemison is and why she is important.	Past and Present Children will compare and contrast characters from stories, including figures from the past	Past and Present	Past and Present PP16: Children will look at images of seaside holidays from the past and present and identify similarities and differences. (UTW22) PP7: Children will know how they have changed from being a baby to being 4/5. (UTW21) Children will learn about what Year 1 will be like
		G e o g r a p h y	People, Culture and Communities PC16: Children will know what a doctor/nurse does. (UTW20) PC17: Children will know what a police officer does. (UTW20) Children will know that Chesterton is in England. Children will explore aerial maps of the school and village to identify features. Children will know that Chesterton school is located on Alchester Road. Children will know that Chesterton is a village near the town of Bicester and city of Oxford.	People, Culture and Communities Children will recognise some similarities and differences between life in this country and life in other countries	People, Culture and Communities Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world. Children will know the names of the planets Children will know some facts about each planet	People, Culture and Communities	People, Culture and Communities Children will learn about Savannah animals (lion) Children will learn about Rainforest animals (spider monkey) Children will learn the names mini beasts and some information about them Children will learn the names of farm animals	People, Culture and Communities Children will learn the names of Ocean animals Children will learn what a coral reef is and the animals that live there Children will learn about the features of a seaside

Maple Class- Long Term Planning – 25-26

			Children will draw information from a simple map PC18: Children will know how to safely cross the road. (UTW20)				
	Sci en ce	<u>The Natural World</u> NW15: Children will know the names of body parts: shoulders, elbows, knees, ankles. (UTW28) NW16: Children will know the 5 senses. (UTW28) NW17: Children will know that it is Autumn. (UTW31) Children will know the seasonal changes Autumn brings	<u>The Natural World</u> Children will know how a shadow is made. Children will identify sources of light.	<u>The Natural World</u> NW20: Children will know that it is Winter. (UTW31) Children will know the seasonal changes Winter brings	<u>The Natural World</u> NW22: Children will know that it is Spring. (UTW31) Children will know the seasonal changes Spring brings Children will name different materials Children will explore which materials are waterproof	<u>The Natural World</u> NW26: Children will know the life cycle of a sunflower. (UTW29) NW27: Children will know how to care for a plant. (UTW28) NW24: Children will know the life cycle of a butterfly. (UTW29) Children will know why bees are important Children will observe plants and animals and draw pictures	<u>The Natural World</u> NW28: Children will know the names of the 4 seasons and weather associated with them. NW30: Children will discuss ways in which we care for the world around us. (UTW28) NW25: Children will know that it is Summer (UTW31) NW21: Children will explore floating and sinking. (UTW28)
	RE	<u>People, Culture and Communities</u> PC25: Children will know what is special to them and their families. (UTW20, UTW21) Children can talk about the different groups they belong to. Children will know they belong to the Maple family	<u>People, Culture and Communities</u> PC27: Children will know how Diwali is celebrated. (UTW26) PC28: Children will know that Christians celebrate Christmas (UTW26) PC29: Children will know that the Christian Christmas story centres on the birth of Jesus. (UTW26) Children will recognise that people have different beliefs and celebrate special times in different ways. Children will know the Christian Christmas story. Children will learn about the festival of Hanukah Children will learn about Bonfire Night	<u>People, Culture and Communities</u> PC30: Children will know why Christians go to church. (UTW25) Children will understand that some places are special to members of their community. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will know why God is special to Christians. Children will know what a church/ Bible/ vicar/ prayer is. Children will know and retell some parables.	<u>People, Culture and Communities</u> PC31: Children will know the Easter story. (UTW26) Children will know how Easter is celebrated. Children will know that Easter is a special time for Christians. Children will name and explain the purpose of a church. Children will know the main features of a Church Children will understand that some places are special to members of their community.	<u>People, Culture and Communities</u> Children will know what is special to them and their families. Children can talk about who is in their family Children will know that not all families are the same. Children will know how Eid is celebrated	<u>People, Culture and Communities</u> Children will learn about different religious views of God Children will learn about the Humanist perspective Children will learn that not everyone chooses to believe in God Children will appreciate that everyone has different views Children will know how Rosh Hashanah is celebrated

Maple Class- Long Term Planning – 25-26

			Autumn 1 Spark Yard My Musical Classroom	Autumn 2 Spark Yard <i>My Musical Classroom</i> Nativity songs	Spring 1 Spark Yard	Spring 2 Spark Yard	Summer 1 Spark Yard	Summer 2 Spark Yard
R e c e p t i o n - D e v e l o p m e n t M a t t e r s (R e c e	M u s i c		<u>Being Imaginative</u> BI17: Children will know a large repertoire of nursery rhymes/songs. (EAD42) BI18: Children will develop storylines in their pretend play. (EAD43) Children will know how to copy clap the rhythm of names. Children will know how to explore high sounds and low sounds using voices and glockenspiels Children will sing in a group or on their own. Children will listen attentively, move to and talk about music, expressing their feelings and responses.	<u>Being Imaginative</u> BI19: Children will be able to retell familiar stories. BI20: Children will join in with choreographed dances. (EAD44) BI21: Children will know perform their own dances using steps and techniques that they have learned. (EAD44) Children will know Christmas songs from the Nativity and carol service. Children will know how to copy clap the rhythm of small phrases from songs. Children will know how to explore high and low pitch in the context of the songs. Children will sing in a group or on their own. Children will engage in music making and dance, performing Christmas songs and dances to an audience.	<u>Being Imaginative</u> BI24: Children will experiment with different ways of playing instruments. (EAD44) Children will know how to copy clap the rhythm of phrases from songs. Children will know how to explore high and low pitch in the context of the songs. Children will sing in a group or on their own. Children will join in with choreographed dances (PE)	<u>Being Imaginative</u> BI25: Children will be able to create their own performance to show the class. Children will know how to copy clap the rhythm of phrases from songs. Children will know how to explore high pitch and low pitch using the images from the songs. Children will sing in a group or on their own. Children will experiment with different ways of playing instruments.	<u>Being Imaginative</u> Children will know how to tap/clap along to a rhythm. Children will know how to match a pitch. Children will keep the beat of the song. Children will sing in a group or on their own. Children will experiment with different ways of playing instruments. Children will watch and talk about dance and performance art, expressing their feelings and responses. Children will join in with choreographed dances (May Day)	<u>Being Imaginative</u> BI28: Children will be able to act out characters explored through familiar stories. Children will know how to tap/clap along to a rhythm. Children will know how to match a pitch. Children will know how to follow the melody. Children will sing in a group or on their own.

p t i o n)	Creating with Materials CM14: Children will know how to mix primary colours to make secondary colours. (EAD38)	Creating with Materials Children will know how to collage using a variety of materials	Creating with Materials Children will know how to print with stampers	Creating with Materials CM25: Children will know how to use and mix watercolour paints. (EAD37)	Creating with Materials Children will know how to do observational drawings. (EAD38)	Creating with Materials Children will know how to make different shades of the same colour. (EAD37)
	CM15: Children will know how to draw a person – head, body, arms, legs and facial features. (EAD38)	Children will know how to use loose parts to create moveable artwork	Children will know how to fold paper to make a Lunar New Year lantern	CM26: Children will know how to use a treasury tag to join (EAD37)	CM29: Children will know how to use oil pastels. (EAD37)	CM32: Children will know various methods of joining. (EAD37)
	CM16: Children will know how to use glue to join. (EAD37, EAD38)	Children will know how to add different emotions to their drawings- happiness, sadness etc	Children will know how to make a model using reclaimed materials	CM17: Children will know how to draw a setting. (EAD38)	CM30: Children will know how to use a split pin to join. (EAD37)	CM33: Children will be able to recreate art in the style of various artists (EAD37) – Art week link
	Children will know how to use adhesive tape.	Children will know how to create collaboratively.	Children will know how to use tape to join materials	CM20: Children will know how to do imaginative drawings (EAD38)	CM23: Children will know how to draw animals. (EAD38)	
	Children will know how to spread icing			CM21: Children will know how to print using classroom objects.	Children will know how to draw plants	
<u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music						