

Maple Class Long Term Plan 2022-23

| | | Autumn 1 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
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| Topic | | Marvellous Me! | The Most Wonderful Time of the Year | A Ticket to Ride | Tell Me a Story | Amazing Animals | Seaside Adventure |
| Trips/ Visits | | Walk around the village Visitor – vicar/rabbi/imam | Christmas service at Church | | Library Visit Easter Service at Church | Zoo visit | Beach Party |
| Key Events WOW Moments Enrichment Weeks | | Black History Month (Oct) World Space Week (4-10 th Oct) National Poetry Day (6 th Oct) Climate day (19 th Oct) Diwali (24 th Oct) Harvest | Halloween / Bonfire Night Remembrance Day South Africa Week Anti-Bullying Week & Nursery Rhyme Week (14-18 th Nov) Children in Need (18 th Nov) Road Safety Week 19-26 th Nov) Nativity performance Church service | Chinese New Year (22 nd Jan) Big Garden Birdwatch (27-39 th Jan) National Story-Telling Week (30 – 6 th Feb) Internet Safety Week (SID 7 th Feb) | Pancake Day (21 st Feb) Book Week World Book Day (2 nd Mar) Science Week (11- 20 th Mar) Red Nose Day (17 th Mar) Mother's Day (19 th Mar) Ramadan (22 nd Mar – 21 st Ap) Easter | Queen's birthday (21 st Apr) World Bee Day (20 th May) Walk to School Week (20-25 th May) May Day | Arts Week (6-9 th Jun) Father's Day (18 th Jun) Sports Week Sports Day |
| Characteristics of Effective Learning (Linked to Independent Learning Powers) | | <i>Be curious</i> P&E (engagement) Finding out and exploring: Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open-ended activity. Showing particular interests | <i>Try your best</i> P&E (engagement) Being willing to have a go: Initiating activities. Seeking challenge. Showing a 'can do' attitude. Taking a risk, engaging in new experiences, and learning by trial and error | <i>Challenge Yourself</i> C&TC (thinking) Making links: Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences, cause/effect AL (motivation) Being involved and concentrating: Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination. Not easily distracted. Paying attention to details | <i>Persevere</i> AL (motivation) Keeping on trying: Persisting with activity when challenges occur. Showing a belief that more effort or a different approach will pay off. Bouncing back after difficulties AL (motivation) Enjoy achieving what they set out to do: Showing satisfaction in meeting their own goals. Being proud of how they accomplished something- not just the end result. Enjoying meeting challenges for their own sake rather than external rewards/praise | <i>Improve Things</i> C&TC (thinking) Having their own ideas: Thinking of ideas. Finding ways to solve problems. Finding new ways to do things C&TC (thinking) Choosing ways to do things: Planning, making decisions about how to approach a task, solve a problem and reach goals. Checking how well their activities are going. Changing strategy as needed. Reviewing how well the approach worked | <i>Work Together</i> P&E (engagement) Playing with what they know: Pretending objects are things from their experience. Representing their experiences in play. Taking on a role in their play. Acting out experiences with other people |
| P R I M E | Communication and Language | <u>Listening, Attention and Understanding</u> Children will understand how to have good listening skills – looking at who is talking. Children will understand why listening is important. Children will listen carefully to a story. Children will ask what questions. | <u>Listening, Attention and Understanding</u> Children will ask who questions. Children will listen to and talk about stories to build familiarity and understanding. Children will learn a fireworks poem and Christmas songs. Children will talk about key events in a story. | <u>Listening, Attention and Understanding</u> Children will ask when questions. Children will listen carefully to rhyming words, paying attention to how they sound. Children will identify the main characters in the story and talk about their feelings. | <u>Listening, Attention and Understanding</u> Children will ask where questions. Children will join in with repeated refrains in a story. | <u>Listening, Attention and Understanding</u> Children will ask why questions. Children will engage in non-fiction books. Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story. Children will link events in a story to their own experiences. |

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| Personal, Social and Emotional Development | <p><u>Speaking</u> Children will develop social phrases.</p> <p>Children will know and retell 'The Little Red Hen' (Harvest) 'On the Way Home'</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' including: <i>special, unique, similar, and different.</i></p> | <p><u>Speaking</u> Children will describe events in some detail.</p> <p>Children will know and retell 'It was a Cold, Dark, Night' 'The Christmas Story'</p> <p>Children will know and use vocabulary linked to their theme 'The Most Wonderful Time of the Year' including: <i>tradition, remembrance, nocturnal, celebration, and nativity.</i></p> | <p><u>Speaking</u> Children will describe events in some detail.</p> <p>Children will know and retell 'The Way Back Home'.</p> <p>Children will know and use vocabulary linked to their theme 'Ticket to Ride' including: <i>planet names, globe, parts of a plant, astronaut, and timeline.</i></p> | <p><u>Speaking</u> Children will articulate their ideas and thoughts in well-formed sentences.</p> <p>Children will know and retell 'The Gingerbread Man' 'The 3 Little Pigs'</p> <p>Children will know and use vocabulary linked to their theme 'Tell Me a Story' including: <i>character, setting, past, medieval, Jesus, and materials.</i></p> | <p><u>Speaking</u> Children will connect one idea or action to another using a range of connectives.</p> <p>Children will know and retell 'Rumble in the Jungle'.</p> <p>Children will know and use vocabulary linked to their theme 'Amazing Animals!' including: <i>life cycles, endangered, habitats, and hibernate.</i></p> | <p><u>Speaking</u> Children will express ideas using past and present tense.</p> <p>Children will know and retell 'Tiddler' 'The Blue Giant'</p> <p>Children will know and use vocabulary linked to their theme 'Seaside Adventure' including: <i>fossils, marine life, Punch and Judy, ocean, recycling, and environment.</i></p> |
| | <p>Across all terms and topics: <u>Listening, Attention and Understanding</u> Learn new vocabulary Engage in story times.</p> <p>Across all terms and topics: <u>Speaking</u> Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them.</p> | | | | | |
| | <p><u>ELG - 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.</p> <p><u>ELG - 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.</p> | | | | | |
| | <p><u>Self-Regulation</u> Sharing special bags/ likes and dislikes</p> <p>Understanding of their own feelings and those of others - The Colour Monster.</p> | <p><u>Self-Regulation</u> Independent Learning Powers</p> <p>Listening to others</p> | <p><u>Self-Regulation</u> How behaviour can affect others</p> <p>Growth Mindset</p> | <p><u>Self-Regulation</u> Be confident to try new activities</p> <p>Set and work towards goals</p> | <p><u>Self-Regulation</u> How to manage feelings – anger/ frustration</p> | <p><u>Self-Regulation</u> How to manage feelings – transitions into Year 1</p> <p>Different jobs – people who help us, vet, author, farmer, artist, musician, vicar</p> |
| | <p><u>Managing Self</u> Explain the reasons for rules, know right from wrong (Class/ school rules, behaviour choices and consequences)</p> | <p><u>Managing Self</u> Being a safe pedestrian</p> <p>Manage own basic hygiene/ personal needs: dressing, toileting independently</p> | <p><u>Managing Self</u> Sensible amounts of 'screen time' & online Safety</p> <p>Oral health/ Tooth brushing</p> | <p><u>Managing Self</u> Having a good sleep routine</p> <p>Resilience and perseverance in the face of challenge</p> | <p><u>Managing Self</u> Healthy food choices/ food groups and balanced meals</p> | <p><u>Managing Self</u> Regular physical activity</p> |
| | <p><u>Building Relationships</u> Positive attachments</p> <p>Similarities and differences between people</p> | <p><u>Building Relationships</u> Anti-Bullying Week</p> | <p><u>Building Relationships</u> Showing kindness and sensitivity to their own and to others' needs.</p> | <p><u>Building Relationships</u> The point of view of someone else</p> | <p><u>Building Relationships</u> Friendships (What makes a good friend)</p> | <p><u>Building Relationships</u> Resolving conflicts and working together</p> |
| | <p><u>ELG - 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.</p> | | | | | |

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| E C I F I C A R E A S | | Literacy Shed – VIPERS ‘We’re All Wonders’ | Literacy Shed – VIPERS ‘Owl Babies’ | Literacy Shed – VIPERS ‘Oi Frog’ | Literacy Shed – VIPERS ‘The Gruffalo’ | Literacy Shed – VIPERS ‘Supermarket Zoo’ | Literacy Shed – VIPERS ‘The Rainbow Fish’ |
| | | Word Reading Baseline Assessment Bug Club Phonics Phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck Tricky Words: I, the Initial sounds and alliteration | Word Reading Bug Club Phonics Phase 2/3 sounds: e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz Tricky Words: no, go, to, into Initial sounds and alliteration CVC words | Word Reading Bug Club Phonics Phase 3 sounds: qu, ch, sh, th, ng, ai, ee Tricky Words: he, she, we, me, be, was CVC words | Word Reading Bug Club Phonics Phase 3 sounds: igh, oa, oo, 00, ar, or, ur Tricky Words: you, they, all, are, my, her CVC words | Word Reading Bug Club Phonics Phase 3 sounds: ow, oi, ear, air, ure, er Tricky Words: said, have, like, so, out, do CVC words | Word Reading Bug Club Phonics recap of Phase 3 sounds and begin some Phase 4 sounds Tricky Words: some, come, were, what, there, little, one, when CCVC/ CVCC words |
| | | Writing Baseline Assessment Representing the sounds with a letter or letters (emergent writing) Name writing (linked to school stories/ ‘I am Too Absolutely Small For School’) Labels/ initial sounds (linked to familiar stories/ ‘On the Way Home’) | Writing Spell words by identifying sounds in them Labels, lists and captions (linked to Autumn stories/ ‘It was a Cold, Dark, Night’) Non-fiction - Letters to Father Christmas/ Christmas cards (linked to Christmas stories/ ‘Santa Post’) | Writing How words can combine to make sentences – use of finger spaces Captions and simple sentences (linked to Space stories and NF books/ ‘Professor Astrocat’s Solar System’, ‘The Way Back Home’) Rhyming words (linked to ‘Oi Frog’ series of books) | Writing Lower case/ capital letters Captions and simple sentences - Use of capital letters and full stops Traditional tales – ‘The Three Little Pigs’ (character description) Traditional tales – ‘The Gingerbread Man’ (retelling) | Writing Captions and simple sentences – Use of capital letters and full stops Sentence writing (linked to animal stories and NF books/ ‘You Can’t Take and Elephant on the Bus’) Instructions/ recipes (linked to recipe books/ ‘Bears Don’t Eat Egg Sandwiches’) | Writing Captions and simple sentences – Use of capital letters and full stops Recounts (linked to own experiences/ ‘The Blue Giant’) Stories (linked to under the sea stories/ ‘Tiddler’) |
| | | ELG - 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. ELG - 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. ELG - 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. | | | | | |
| | Mathematics | Number and Numerical Patterns WRM ‘Getting to Know You’ Baseline Assessments – Number & SSM WRM ‘Just Like Me’ - Match and sort - Compare amounts | Number and Numerical Patterns WRM ‘It’s Me 1 2 3’ - Representing 1, 2 & 3 - Comparing 1, 2, & 3 - Composition of 1, 2 & 3 WRM ‘Light and Dark’ - Representing numbers 1 – 5 - One more and less | Number and Numerical Patterns WRM ‘Alive in 5’ - Introducing zero - Comparing numbers to 5 - Composition of 4 & 5 WRM ‘Growing 6, 7, 8’ - 6, 7, 8 - Making pairs | Number and Numerical Patterns WRM ‘Growing 6, 7, 8’ (cont.) - Combining two amounts WRM ‘Building 9 & 10’ - Counting to 9 & 10 - Comparing numbers to 10 - Number bonds to 10 | Number and Numerical Patterns WRM ‘To 20 and beyond’ - Building numbers beyond 10 - Counting patterns beyond 10 WRM ‘First, then, now’ - Adding more - Taking away | Number and Numerical Patterns WRM ‘Find my pattern’ - Doubling - Sharing and grouping - Odd and even WRM ‘On the move’ - Deepening understanding - Patterns and relationships |
| | | Measure, Shape, and Spatial Thinking WRM ‘Just Like Me’ - Compare size, mass & capacity - Exploring pattern | Measure, Shape, and Spatial Thinking WRM ‘It’s Me 1 2 3’ - Circles and triangles - Positional language | Measure, Shape, and Spatial Thinking WRM ‘Alive in 5’ - Compare mass (2) - Compare capacity (2) | Measure, Shape, and Spatial Thinking WRM ‘Growing 6, 7, 8’ - Time | Measure, Shape, and Spatial Thinking WRM ‘To 20 and beyond’ - Spatial reasoning (1) - Match, rotate, manipulate | Measure, Shape, and Spatial Thinking WRM ‘Find my pattern’ - Spatial reasoning (3) - Visualise & build |

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| | | | | WRM 'Light and Dark' - Shapes with 4 sides - Time | WRM 'Growing 6, 7, 8' - Length & height | WRM 'Building 9 & 10' - 3D shapes - Spatial awareness - Patterns | WRM 'First, then, now' - Spatial reasoning (2) - Compose & decompose | WRM 'On the move' - Spatial reasoning (4) - Mapping |
| | | | <p>ELG - 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.</p> <p>ELG - 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.</p> | | | | | |
| | Understanding the World | Computing | Children will know how to use the Interactive white board. | Children will know how to use a camera to take photos. Children will know how to select an app on an iPad. | Children will know how to turn laptops/ iPads on and off safely. Children will know how to stay safe when using tech (asking for help). Linked to PSED. | Children will know how to record a video using a camera or iPad. Children will know how to make digital art on the iPad/IWB. | Children will know how to record sound for a Chatterpix video. | Children will know how to programme a Beebot to move forwards, backwards and turn left or right. Children will know how to play interactive games on the iPad/IWB. |
| | | History | <p>Past and Present My family - Who is in my family? Sharing photos</p> <p>Similarities and differences – as I have grown (Growing up timeline).</p> | <p>Past and Present Remembrance Day. Why do we have poppies?</p> <p>Vocabulary linked to time – past, present, future.</p> | <p>Past and Present Events of the past - moon landing.</p> <p>People of the past – Neil Armstrong, Katherine Johnson, Mae Jemison</p> | <p>Past and Present Homes of the past (inspired by fairy tale homes)</p> <p>Artefacts (household objects) from the past.</p> | <p>Past and Present David Attenborough and his achievements in the natural world.</p> | <p>Past and Present Seaside holidays in the past. Comparison with own experiences.</p> <p>How they have changed this year. Transition into Year 1.</p> |
| | | Geography | <p>People, Culture and Communities Local environment – Chesterton grounds and the village.</p> <p>Use of aerial maps of the classroom, school and village.</p> | <p>People, Culture and Communities Different countries and cultures. Comparison between Chesterton and South Africa (Qugqwala)</p> <p>How people in different countries celebrate Christmas.</p> | <p>People, Culture and Communities Using a globe and Google Earth to identify different countries.</p> <p>Drawing maps of space</p> | <p>People, Culture and Communities Drawing maps linked to fairy tale story settings.</p> | <p>People, Culture and Communities Comparisons of environments and animals from UK and other habitats including: polar, rainforest, desert and savannah.</p> | <p>People, Culture and Communities The Great Barrier Reef</p> <p>The seaside – rook pools, cliffs, pebble beach, sandy beach.</p> |
| | | Science | <p>The Natural World Parts of the body and the five senses.</p> | <p>The Natural World Light and dark</p> <p>Shadows</p> | <p>The Natural World Space – planets and the sun.</p> <p>Plants on the moon investigation.</p> <p>Taking care of a plant/ plant life cycle.</p> | <p>The Natural World Forces (push/pull, magnets)</p> <p>Materials and their properties</p> <p>Explore the strength of materials to make a house for the 3 Little Pigs.</p> <p>Melting and solidifying</p> | <p>The Natural World Animals not from the UK</p> <p>Matching animals and their young.</p> <p>Endangered animals.</p> | <p>The Natural World Eco friendly behaviour and pollution</p> <p>Floating and Sinking</p> <p>Animals that live underwater</p> |
| | | R.E. | <p>People, Culture and Communities <i>Christian Focus</i> Is the word "God" special? Find out about their special things, people, places and stories, and how they are</p> | <p>People, Culture and Communities <i>Christian Focus</i> Why do Christians perform nativity plays? Explore the person of Jesus.</p> | <p>People, Culture and Communities What should we celebrate together? Explore celebrations they know e.g. Birthday,</p> | <p>People, Culture and Communities <i>Christian Focus</i> Does an Easter garden need a cross? Look for cross symbols. Make and design crosses.</p> | <p>People, Culture and Communities Are some foods special? Look at the kinds of food eaten at celebrations. Look at the foods connected with religious festivals e.g.</p> | <p>People, Culture and Communities What do people believe about the beginning of the world? Read creation stories (Christian and Hindu)</p> |

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| | | | <p>treated. Explore whether everyone has the same ideas about what is special. Interview a vicar about why God is special to them. Design a VIP, or make a box of the things that are most special to them. Explore things that are special to Christians. Explore the characteristics of God.</p> | <p>Design a nativity scene. Dressing up and acting out nativity plays and Christmas stories.</p> <p>Think about the impact of watching something rather than reading it. Compare Nativity performances verses story book retelling.</p> | <p>anniversary, wedding and Harvest etc.</p> <p>Think about why celebrating together is better than alone. Learn about Diwali celebrations.</p> | <p>Make Easter gardens. Read the Easter story. Discuss other things that are special at Easter – Symbols: cross, hot cross buns, bunnies, chicks, eggs, flowers, colours. Focus on why the cross is special.</p> | <p>Rosh Hashanah, Ramadan and Eid.</p> | <p>Create their own world. Listen to music, “wow” walk to inspire questions about creation, care for some plants or animals (guardianship).</p> |
| | | Outdoor Learning | <p><u>The Natural World</u> Explore outdoor equipment and learn how to keep safe. Intro to the outdoor kitchen.</p> <p>‘<i>Leaf Man</i>’ book Leaf pictures inspired by Andy Goldsworth (Initials) Leaf crowns</p> <p>Harvesting fruit (blackberries, pears and apples)</p> <p>Sorting natural and man-made materials</p> <p>Exploring pumpkins and their seeds. ‘<i>How Many Seeds in a Pumpkin?</i>’ book.</p> <p>Making kites to explore windy weather.</p> | <p><u>The Natural World</u> Learn about hedgehogs/ UK nocturnal animals (owls, foxes, badgers) (book link).</p> <p>Bonfire night and fireworks.</p> <p>Use maps to identify areas around the school. Hidden animal hunt.</p> <p>Explore foggy weather and how to stay safe using hi-vis jackets/ light and dark/ den making.</p> <p>Making Christmas decorations using natural materials (stick trees).</p> | <p><u>The Natural World</u> Learn about snow and icy weather.</p> <p>Ice experiments and investigations.</p> <p>Learn about UK birds (linked to Big Garden Birdwatch). Use binoculars to go bird watching, make bird food, make bird nests, and learn about the life cycle of a UK bird.</p> | <p><u>The Natural World</u> Learn about rainy weather and how rainbows are made.</p> <p>Design and create an Easter garden using natural materials.</p> <p>Design and create a fairy garden using natural materials.</p> <p>Planting flowers, peas and carrots.</p> | <p><u>The Natural World</u> Identify and sort different insects, e.g. with/ without wings, 0, 6, or 8 legs.</p> <p>The lifecycle of an insect, e.g. ladybird or butterfly.</p> <p>Building a bug house/ wormery.</p> <p>Painting pebble bugs</p> <p>Bees and how to look after them. How honey is made</p> <p>Mini-beast hide-and-seek hunt.</p> <p>Plant lifecycles, e.g. sunflowers.</p> | <p><u>The Natural World</u> Learn about sunny weather and how to stay safe.</p> <p>Den building and shelters.</p> <p>Colours in nature and creating colourful crowns using flowers and natural objects. Paint card colours</p> <p>Planting pumpkin seeds from the autumn.</p> <p>Garden centre role play.</p> <p>Environmental issues – reduce, recycle, reuse. Litter picking.</p> <p>Forest School (5 sessions)</p> |
| | | | <p><u>ELG - Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG - People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>ELG - The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | | | | | |

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| | Expressive Arts and Design | Art and DT | <p><u>Creating with Materials</u> Cauliflower Cards (cotton wool snowman)</p> <p>Observational drawing and painting - Self-portraits</p> <p>Moving person using split pins</p> <p>Printing with vegetables – linked to Harvest</p> <p>Baking bread – linked to Harvest</p> | <p><u>Creating with Materials</u> Fireworks and bonfire night collage (paper strips)</p> <p>Artist study – Wassily Kandinsky (linked to Maths) <i>‘The Noisy Paint Box’</i> book</p> <p>3D Christmas cards using a slot join (Christmas tree)</p> <p>Cooking – South African food (Malva pudding)</p> <p>Baking and decorating Christmas biscuits</p> | <p><u>Creating with Materials</u> Junk modelling build a rocket using tab joins.</p> <p>Diwali (group collage rangoli patterns using gems)</p> <p>Chinese New Year (lanterns)</p> <p>Space – Flying saucers with model aliens (linked to ‘The Way Back Home’)</p> | <p><u>Creating with Materials</u> Drawing characters from traditional tales</p> <p>Mother’s Day cards (vase of tissue rose collage)</p> <p>Observational painting of daffodils/ tulips using water colour paints</p> <p>Easter cards (split pin egg and chick/ finger painting)</p> | <p><u>Creating with Materials</u> Observational drawing using oil pastels – wild animal (linked to zoo visit)</p> <p>Textiles (animal sock puppets – sew on button eyes)</p> <p>Cooking – making sandwiches (linked to Literacy)</p> | <p><u>Creating with Materials</u> Father’s Day cards (ice lolly)</p> <p>Art week – ‘oceans and pollution’ - Plastic bottle jellyfish and bottle top collage</p> <p>Artist study - Katsushika Hokusai ‘The Great Wave’ <i>‘The Great Wave’</i> book</p> <p>Observational drawing and painting - Self-portraits (compare to Sept version).</p> |
| | | | <p>Artistic effects – Drawing, Painting, Printing, Sculpture, Textiles, Collage, Artist study</p> <p>Materials – chalk, oil pastels, ready mix paint, watercolour, pencils, clay, plasticine, papier mache, natural objects</p> | | | | | |
| | | Music | <p><u>Being Imaginative and Expressive</u> Charanga Autumn Unit 1 <i>‘Me!’</i></p> | <p><u>Being Imaginative and Expressive</u> Charanga Autumn Unit 2 <i>‘My Stories’</i> Singing for Nativity</p> | <p><u>Being Imaginative and Expressive</u> Charanga Spring Unit 1 <i>‘Everyone!’</i></p> | <p><u>Being Imaginative and Expressive</u> Charanga Spring Unit 2 <i>‘Our World’</i></p> | <p><u>Being Imaginative and Expressive</u> Charanga Summer Unit 1 <i>‘Big Bear Funk’</i></p> | <p><u>Being Imaginative and Expressive</u> Charanga Summer Unit 2 <i>‘Reflect, Rewind and Replay’</i></p> |
| | | | <p><u>ELG - 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.</p> <p><u>ELG - 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.</p> | | | | | |