


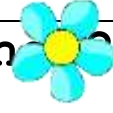










## Reception Curriculum Overview

	Autumn 	Autumn 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Our School Values	Respect Cooperation & Unity	Forgiveness Thoughtfulness & Understanding	Self Belief Appreciation & Gratitude	Kindness Courage	Patience	Honesty Freedom
Themes	<p><b>All about me &amp; people who help us</b></p> <ul style="list-style-type: none"> <li>Starting school/my new class</li> <li>My family</li> <li>PSED focus: feelings, relationships</li> <li>'People who help us' visitor</li> </ul>	<p><b>Let's celebrate!</b></p> <ul style="list-style-type: none"> <li>Harvest festival</li> <li>Bonfire night</li> <li>The Nativity</li> <li>Christmas time</li> <li>Remembrance day</li> <li>Diwali Week</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>Planetarium visit</li> <li>Exploring our solar system</li> <li>What is it like to be an astronaut?</li> <li>Space food tasting</li> <li>Exploring light, dark</li> <li>Chinese New Year</li> <li>Valentine's Day</li> </ul>	<p><b>Growing</b></p> <ul style="list-style-type: none"> <li>The great outdoors</li> <li>Plants and flowers</li> <li>Weather and seasons</li> <li>Planting seeds</li> <li>Where do we live in the UK/world?</li> <li>Mother's Day</li> <li>World Book Day</li> <li>Easter</li> </ul>	<p><b>Amazing animals</b></p> <ul style="list-style-type: none"> <li>What lives in our pond?</li> <li>Pond visit</li> <li>Life cycles</li> <li>Farm animals</li> <li>Trip to the farm/zoo</li> </ul>	<p><b>Under the sea</b></p> <ul style="list-style-type: none"> <li>Where in the world shall we go?</li> <li>Send me a postcard!</li> <li>Marine life</li> <li>Seaside's – past and present</li> <li>Map work – find the treasure</li> <li>Pirate Day</li> <li>Father's Day</li> </ul>







NB: These themes may be adapted at various points to allow for children's interests

	Autumn  1	Autumn  2	Spring  1	Spring  2	Summer  1	Summer  2
	<b>Literacy Tree Texts</b>					
<b>Literacy</b>  Comprehension  Word Reading  Writing	We follow the 'Literacy Tree' high quality texts. Alongside this, the children will be read daily stories and rhymes linking to our themes and for enjoyment. Throughout the year and in particular the Autumn Term, we will read traditional tales and enhance our understanding of them through taking part in carefully planned activities. <b>From the Spring Term we start small group Guided Reading. The children will have the opportunity to explore books, discuss them and read the pages out loud to an audience.</b>					
	Where the Wild Things Are  Bringing the Rain to Kapiti Plain  Anansi	Look Up!  I am Henry Finch  Halibut Jackson	The Magic Paintbrush!  Little Red  Super Milly and the Super School Day	The Tiny Seed  I Will Not Ever Never Eat a Tomato  The Extraordinary Gardner	Willy the Wimp  Hairy Maclary from Donaldson's Dairy  So Much	The Night Pirates  Oi! Frog  Izzy Gizmo
	<b>Phonics</b>					
	We use Letters and Sounds and Jolly Phonics to deliver daily phonics sessions. Sessions are delivered as a whole class and in small groups. Phase 1 Phonics is the first stage of the programme which we revisit at the start of the year and throughout, if and when needed. The focus is primarily on developing speaking and listening skills and is delivered in a variety of ways including games.					
	<u>Phase 2</u> In Phase 2 Phonics, letters and their sounds are introduced one at a time. Sets of letters are taught each week.  Set 1: s, a, t, p  Set 2: i, n, m, d  Set 3: g, o, c, k	<u>Phase 3</u> During Phase 3, the children are introduced to the remaining, more challenging and less commonly used phonemes. These are referred to as 'digraphs' and 'trigraphs'.  Set 6: j, v, w, x  Set 7: y, z, zz, qu  Consonant digraphs: ch, sh, th, ng	<u>Phase 4</u> The Phase 4 teaching of phonics will be about consolidating and improving children's knowledge, while introducing trickier words with increased vocabulary.  Initial blends: bl, br, cl, cr, dr, fl, fr, gl, gr, sm, sn, pl, pr, sc, scr, shr, sk, sl, sp, st, str, thr, tr, tw  Final blends: ft, lf, lk, lp, lt, mp, nch, nd, nk, nt, pt, sk, st, xt			

	<p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f, ff, l, ll, ss</p> <p>Tricky words: go, no, to, into, the, I</p>	<p>Vowel digraphs: ai, ee, igh, oa, oo, ar, ur, ow, oi, ear, air, ure, er</p> <p>Tricky words: we, be, me, he, she, my, they, was, her, all</p>	
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>			







Vocabulary

Digraphs, trigraphs, sound, letter, word, tricky words, blend, segment, rhyme, book, stories, retell, write, read, finger space, capital letters, full stop, exclamation mark, alphabet, listen, describe, explain

	Autumn  1	Autumn  2	Spring  1	Spring  2	Summer  1	Summer  2
<b>maths</b>  <b>Number</b>  <b>Numerical Patterns</b>	Getting to know you  Numbers to 5: Counting  Sorting: Into two groups  Comparing groups within 5: Comparing quantities of identical and non-identical objects  Change within 5: One more, one less  Time: My day		Number bonds within 5: Introducing the part-whole model  Numbers to 10: Counting  Comparing numbers within 10: Comparing groups up to ten  Addition to 10: Combining two groups to find the whole  Number bonds to 10: Using a ten frame, the part-whole model to ten  Shape and space: Spatial awareness, 3D shapes, 2D shapes		Exploring patterns: Making simple patterns, exploring more complex patterns  Counting on and counting back: Adding by counting on, taking away by counting back  Numbers to 20: Counting  Numerical patterns: Doubling, halving and sharing, odds and evens  Measure: Length, height and distance, weight, capacity	
	Children will be learning to: <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>					

## Vocabulary

2D shapes, 3D shapes, count, numbers, number line, subtract, take away, add, equals, more, fewer, less, money, time, big, small, tall, short, heavy, light, empty, full, weight, measure, capacity, patterns, size, height, length, odd, even, double, half, part-whole, ten frame, whole

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p><u>SCARF: Me and My Relationships</u></p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My Feelings</p>	<p><u>SCARF: Valuing Difference</u></p> <p>I'm special, you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>I am a friend</p>	<p><u>SCARF: Keeping Myself Safe</u></p> <p>What's safe to go onto my body?</p> <p>Keeping Myself Safe</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p><u>SCARF: Rights and Responsibilities</u></p> <p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money: recognising, spending, using</p> <p>Looking after money: saving money and keeping it safe</p>	<p><u>SCARF: Being My Best</u></p> <p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p>	<p><u>SCARF: Growing and Changing</u></p> <p>Seasons</p> <p>Life stages – plants, animals, humans</p> <p>Life stages: Human life stage – who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body – girls and boys</p> <p><b>Year 1 Transition/Readiness</b></p>

Throughout the year our curriculum will also focus on:







- Oral hygiene: The importance of teeth cleaning and how to do it
- Keeping clean: Hand washing
- Class rules: Behavioural expectations in the class
- Respect: I know what it means to be respectful and to be treated with respect. Being kind to living creatures and taking care of animals.
- Independence: Putting my own clothes, shoes and socks on. Being responsible for my own belongings.
- Healthy eating: Understanding what a healthy diet looks like and making the right food choices. Participate in Healthy Living Week.
- Exercise: The importance of exercise

Children will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating – teeth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

### Vocabulary

Feelings, challenge, manage, health, wellbeing, healthy, respect, resilience, perseverance, rules, hygiene, clean, independence, responsible, exercise, caring, special, same, different, mindfulness, give, connect


	Autumn 	Autumn 	Spring 	Spring 	Summer 	Summer 
	1	2	1	2	1	2
<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <p><b>Fine Motor Skills</b></p>	<p><u>Introduction to PE: Unit 1</u> Children will be introduced to structured movement through the topic of 'fantasy and adventure'. Finding space Freezing on command Using and sharing equipment. Working individually, with a partner and group. Running, jumping and skipping.</p> <p><u>Fundamentals: Unit 1</u> Children will develop their fundamental skills through the topic of 'all about me'.</p>	<p><u>Introduction to PE: Unit 2</u> Children will continue to develop their movement through the topic of 'everyday life'. Safely using space, stopping safely, using and sharing equipment Running, jumping and skipping. Working individually, with a partner and group. Play simple games and begin to understand and use rules.</p> <p><u>Games: Unit 1</u> Children will develop their understanding of playing games through the topic of 'transport'. Learning how to score</p>	<p><u>Dance: Unit 2</u> Children will express movement through the topic of 'places'. Explore space and how to use it safely Explore traveling actions, shapes and balances. Choosing actions in response to stimulus Copy, repeat and remember actions Use counting to help to keep in time with the music. Explore dance through the world around them Perform to others Begin to provide simple feedback.</p> <p><u>Fundamentals: Unit 2</u></p>	<p><u>Gymnastics</u> Children will develop their basic gymnastic skills through the topic of 'traditional tales'. To include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Explore basic movements, creating shapes and balances, jumps and rolls. Space awareness Perform basic skills on both floor and apparatus. Copy, create and remember and repeat short sequences. Use levels and directions when travelling and balancing.</p>	<p><u>Sports Day Practice</u> Children will build an understanding of what Sports Day is and enjoying taking part in a variety of activities. They will learn to work collaboratively as well as independently. Develop skills in running, jumping, catching and throwing.</p> <p><u>Games: Unit 2</u> Children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Playing a variety of games. Working as a team. Take turns.</p>	<p><u>Swimming</u> Children will learn about water safety and enjoy being in the water. They will gain confidence in the water and explore different ways of travelling in the water.</p> <p><u>Ball Skills: Unit 2</u> Children will develop their ball skills through the topic of 'weather'. Throwing and catching. Rolling a ball. Using targets. Dribbling with feet. Kicking a ball. Bouncing and catching a ball. Develop fine and gross motor skills through a</p>

	<p>Balancing, running, changing direction, jumping, hopping and travelling. They will learn how to stay safe using space, work independently and with a partner.</p>	<p>Playing by the rules How to work with a partner. Begin to understand what a team is Being a team player.</p>	<p>Children will develop their fundamental skills through the topic of 'places and spaces'. Balancing, running, hopping, jumping, travelling and changing direction. Develop fine and gross motor skills through handling equipment. Using space safely Work independently and with a partner.</p>	<p><u>Ball Skills: Unit 1</u> Children will develop their ball skills through the topic of 'minibeasts'. Rolling and receiving a ball. Throwing to a target Bouncing and catching Dribbling with feet and kicking a ball. Develop fine and gross motor skills through using a variety of equipment. Working independently and with a partner.</p>	<p>Keep the score. Play against an opponent. Play by the rules.</p>	<p>range of game play with balls. Work independently and with a partner. Develop decision making. Use simple tactics.</p>
<p>We provide daily opportunities for the children to develop their fine and gross motor skills through continuous provision and carefully planned activities. We continuously check the process of children's handwriting (pencil grip and letter formation), enabling us to plan and deliver interventions and support when needed. During continuous provision and planned activities, the children have the opportunity to: climb and jump on the tyres, use trikes and scooters, use space hoppers, create own obstacle courses, playing with the sand and water trays, threading, cutting, chalking and many more.</p>						
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>						



## Vocabulary

push, pull, stop, jump, space, forwards, backwards, safely, balance, run, throw, roll, team, kick, catch, move, copy, shape, travel, around, sideways, skip, pass, tag, bounce, share, listen, follow, enter, exit, rules, aim, still

	Autum  1	Autum  2	Spring  1	Spring  2	Summer  1	Summer  2
	In Reception Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, PSED sessions, stories, singing and speech and language interventions. Through conversation, story-telling and role play the children can share their ideas with support and modelling from their teachers, encouraging the children to use rich vocabulary with increasing confidence.					

# Communication and Language

## Listening, Attention and Understanding







### Speaking

<p>Settling in activities</p> <p>Making friends</p> <p>Talking about familiar experiences</p> <p>What are your interests / passions / dreams?</p> <p>About family routines and special occasions</p> <p>Discussions around people who help us</p> <p>Follow instructions</p> <p>Develop vocabulary: becoming word aware</p> <p>Talk routines "Good morning, how are you?"</p>	<p>Christmas nativity: speaking clearly, dancing, acting and performing</p> <p>Talk about Diwali and why/how people celebrate</p> <p>Explain what winter is like as a season using linked vocabulary</p> <p><b>Children will learn and use vocabulary linked to our theme 'Let's Celebrate' including celebrate, Diwali, Christmas, decorate</b></p>	<p>Talk about what life would be like in space. Would you like to live there? Why?</p> <p>Describe what items you would take in your rocket to space and why they are important</p> <p><b>Children will learn and use vocabulary linked to our theme 'Space' including solar system, planet names, astronaut, light, dark</b></p>	<p>Explain what a plant/flower needs to grow</p> <p>Explain what spring is like as a season using linked vocabulary</p> <p>Talk about the changes in weather/seasons and watching plants grow</p> <p>Re-tell the Easter story</p> <p>Describe where I live</p> <p><b>Children will learn and use vocabulary linked to our theme 'Growing' including grow, parts of a plant, flower/plant names, spring, Easter, seeds</b></p>	<p>Describe events in some detail: pond experience, farm trip</p> <p>Explain a life cycle</p> <p>Talk about where different animals live in the world, their habitats, weather conditions etc.</p> <p><b>Children will learn and use vocabulary linked to our theme 'Amazing Animals' including life cycle, habitats, animal names</b></p>	<p>Talk about similarities and differences between seaside's in the past and now</p> <p>My own seaside experiences</p> <p>Talk about experiences I have had throughout the year (end of year assembly and celebrations)</p> <p>Explain what summer is like as a season using linked vocabulary</p> <p><b>Children will learn and use vocabulary linked to our theme 'Under the Sea' including map, pirate, world, ocean, postcard, seaside</b></p>
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Children will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

<u>Vocabulary</u> Listen, questions, vocabulary, explain, describe, perform, present, talk, retell, express, ideas, feelings	

	Autum  1	Autum  2	Spring  1	Spring  2	Summer  1	Summer  2
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# Understanding The World

Past and Present

People, Culture and  
Communities

The Natural World







<p><u>PZAZ/Matrices:</u> Describe magnetic attraction</p> <p>Explore magnetic materials</p> <p>Identify different types of weather in different parts of the world</p> <p>Explain the weather and changes in different seasons</p> <p>Fizzing and liquid potions</p>	<p><u>PZAZ/Matrices:</u> Make a rainbow using absorption</p> <p>Explain how a rainbow is formed</p> <p>Explore bubbles</p> <p>Light and dark – describe what we can see/hear/feel outside</p> <p>Craters on the moon experiment</p> <p>Cast shadows and understand how a shadow is formed</p>	<p><u>PZAZ/Matrices:</u> Heads, Shoulders, Knees and Toes – Naming different facial features</p> <p>Parts of the body – draw and label parts of a body</p> <p>Pancake Day – Healthy &amp; unhealthy toppings</p> <p>Height – measuring the children and comparing heights. Investigate and measure objects around the room.</p>	<p><u>PZAZ/Matrices:</u> Animal life cycles – butterfly and frog</p> <p>Animals habitats</p> <p>Animals around the world</p> <p>Making animals</p>	<p><u>PZAZ/Matrices:</u> Making an ocean habitat</p> <p>Making planes and boats – floating and sinking</p> <p>Summer – weather, seasons, melting</p>
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Children will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Vocabulary

People, roles, past, present, similar, different, environment, culture, religion, maps, nature, animals, plants, seasons, changes, world, family, celebration, beliefs, special, weather

	Autumn  1	Autumn  2	Spring  1	Spring  2	Summer  1	Summer  2
<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <p><b>Being Imaginative and Expressive</b></p>	<p><u>Charanga: Me!</u></p> <p>Learn nursery rhymes and action songs</p> <p>Find the pulse</p> <p>Copy-clap the rhythm of names</p> <p>Explore high sounds and low sounds using voices and glockenspiels</p> <p>Cross-curricular links: growing, homes, colour, toys, how I look</p>	<p><u>Nativity Rehearsals and Performances</u></p> <p>Learn words to say aloud</p> <p>Learn new songs</p> <p>Perform a solo, duet or as a class</p> <p>Perform in front of an audience</p>	<p><u>Charanga: Everyone!</u></p> <p>Learn nursery rhymes and action songs</p> <p>Invent ways to find the pulse</p> <p>Copy-clap some rhythms of phrases from the songs</p> <p>Explore high pitch and low pitch in the context of the songs</p> <p>Cross-curricular links: family, friends, people, music from around the world</p>	<p><u>Charanga: Our World</u></p> <p>Learn nursery rhymes and action songs</p> <p>Find the pulse and show others your ideas</p> <p>Copy-clap some rhythms of phrases from the songs</p> <p>Explore high pitch and low pitch using the images from the songs</p> <p>Cross-curricular links: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p><u>Charanga: Big Bear Funk</u></p> <p>Find a funky pulse</p> <p>Copy-clap 3 or 4 word phrases from the song</p> <p>Keep the beat with a pitched note</p> <p>Enjoy playing patterns</p>	<p><u>Charanga: Reflect, Rewind and Replay</u></p> <p>Learn nursery rhymes and action songs</p> <p>Consolidate learning</p>
	<p>Draw self-portraits</p> <p>Build models (houses) using construction equipment</p> <p>Junk modelling of where we live</p> <p>Observational pet drawings</p> <p>Drawing my family</p> <p>The Feelings Monsters collages</p>	<p>Paint and glitter firework pictures</p> <p>Christmas decorations and cards</p> <p>Create Harvest Festival hats</p> <p>Remembrance Day class art work – poppies and wreath</p> <p>Diwali divas</p> <p>Diwali dressing up and role play</p> <p>Rangoli patterns using a variety of resources</p> <p>Paint winter penguins</p>	<p>Use different techniques to join materials together – making rockets</p> <p>Outdoor chalk drawings of our universe</p> <p>Use mixed media to create the planets – on cardboard and paint on the windows</p> <p>Decorate 3D planets</p> <p>Valentine's Day cards</p> <p>Chinese New Year dragon puppets and lanterns</p>	<p>Mother's Day cards</p> <p>Easter crafts – egg decorating, cards</p> <p>Leaf/plant rubbing</p> <p>Collage chick</p> <p>Natural art</p> <p>Flower observational drawings</p> <p>Sun flowers (Van Gogh)</p> <p>Make 3D flowers and seed packets</p>	<p>Life cycle drawings</p> <p>Butterfly symmetrical printing</p> <p>Construct animal habitats using construction materials and junk modelling</p> <p>Farm and zoo animal collages</p> <p>Make animals using playdough or clay</p> <p>Using water colours to create animal pictures</p>	<p>Father's Day cards</p> <p>Making passports</p> <p>Underwater pictures – colour mixing</p> <p>Making models from recycled materials</p> <p>Rainbow Fish pictures using pastel colours</p>

	<p>We provide daily opportunities through planned activities and continuous provision to enable and encourage creativeness and imagination. Children will be able to explore and play with a wide range of media and materials. They will be experience different sounds and music, learning to understand and appreciate what they hear and how to respond.</p> <p>This will include: painting, junk modelling, messy play, cutting, drama, role play, threading, playdough, moving to music, clay sculptures, following music patterns with instruments, role play, singing songs linked to our themes.</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. 7</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>
<p><u>Vocabulary</u>  Pencil, line, colour, straight, shapes, portrait, cut, stick, tape, pull, push, on, below, next, to, above, brush, paint, mix, palette, dip, colour names, fabric, collage, stick, layer, same, different, artist, texture, perform, rhythm, volume, print, roll, press, mould, squash, squeeze, pulse, actions, musical instrument names</p>	