



# Sheet Primary School Reception Long Term Plan 2023-2024



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overarching Themes	All About Me & Toys	Animals around the world & Traditional Tales	The Great Fire of London (People who help us)	Let's Explore London	Kenya, Africa	Communications then & now
  <b>OVER ARCHING PRINCIPLES</b>	<p><b>CHARACTERISTICS OF EFFECTIVE LEARNING</b></p> <p><b>Playing &amp; Exploring:</b> - Children investigate and experience things and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active Learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they need to be able to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas to develop strategies for doing things. They think flexibly and rationally, drawing on previous knowledge and experiences in order to help them to solve problems and reach conclusions.</p> <p><b>Unique Child:</b> Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children learn to be strong and independent through building positive relationships with their peers and the adults around them.</p> <p><b>Enabling Environments:</b> Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual needs and interests. Children benefit highly from strong partnerships between practitioners and parents/carers.</p> <p><b>Learning and Development:</b> Children learn and develop at different rates. The framework covers the education and care of all children in early years provision, including children with Special Educational Needs and disabilities. (SEND)</p> <p><i>“At Sheet Primary School, our ethos is centred around children’s happiness and well-being. We intend to provide an environment within which all the children in our school will be safe and comfortable, feel secure, happy and motivated and fulfil their potential. Children will receive the best education possible, appropriate to their individual needs”</i></p>					

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<p><b>CORE VALUES &amp; BRITISH VALUES</b></p> <p>Fundamental British values underpin what it means to be a citizen in a modern and diverse Great Britain, valuing community and celebrating differences,</p> <p>We aim for these principles and values to be embedded within our own school values</p>	<p style="text-align: center;"><b>Mutual Respect</b></p> <p>We are all unique. At Sheet Primary School we respect differences between people and their beliefs in our community, in the country and around the world. We believe that all cultures should be learned, respected and celebrated. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching our children respect for others beliefs.</p> <p style="text-align: center;"><b>Mutual Tolerance</b></p> <p>At Sheet Primary School everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs, as well as those without a particular faith. Our children will participate in a range of cultural and religious celebrations throughout the year to develop their knowledge, understanding and tolerance for others, and to encourage them to value differences in regards to faith.</p> <p style="text-align: center;"><b>Rule of Law</b></p> <p>At Sheet Primary School our children know that there are rules we all must follow. All children know who they can talk to if they do not feel safe and they know right from wrong. We recognise as a school that we are all responsible for our own actions and must work together as a team if necessary to help us regulate our behaviours. We introduce the children to classroom rules and give them ownership over this by asking them to help create these. We use positive praise and classroom behaviour systems to encourage children's understanding of right from wrong.</p> <p style="text-align: center;"><b>Individual Liberty</b></p> <p>At Sheet Primary School we all understand that we have the right to our own views. We are all respected as individuals. Our children feel safe to have a go at a range of new and different activities. We understand and celebrate that everyone is different and through our topics 'All about Me' and 'People who Help Us' we will celebrate our differences, what makes us special as individuals and have respect for our differences.</p> <p style="text-align: center;"><b>Democracy</b></p> <p>At Sheet Primary School we understand that everyone has a right to be listened to. We respect everyone and value their different ideas and opinions. All children have the opportunity to play with who they want to play with and we listen to and take account of the ideas and feelings of others.</p> <p style="text-align: center;"><b>PERSEVERANCE      RESPECT      EFFORT      POSITIVITY      KINDNESS</b></p>					

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<p><b>CORE CURRICULUM PRINCIPLES</b></p> 	<p style="text-align: center;"><b>At Sheet Primary School our Reception Class aims to provide:</b></p> <p><b>Educational Excellence:</b></p> <ul style="list-style-type: none"> <li>❖ Teachers and children are inspired and joyful.</li> <li>❖ High quality dialogue between teachers and children.</li> <li>❖ All children making good progress and being able to achieve their full potential.</li> <li>❖ Children actively involved in creating their own learning journey</li> <li>❖ Children's interests and passions are clearly seen within the provision</li> <li>❖ Committed engagement from parents/carers</li> <li>❖ Give children ownership of their learning environment and classroom</li> </ul> <p><b>Character Formation:</b></p> <ul style="list-style-type: none"> <li>❖ Helping children to make informed choices about activities and areas they want to access</li> <li>❖ Build a holistic character to allow children to access a wide variety of areas within the provision</li> <li>❖ Give children a wide range of activities and experiences to develop their character skills.</li> <li>❖ Equip children with the confidence to try new activities.</li> </ul> <p><b>Enabling Environment:</b></p> <ul style="list-style-type: none"> <li>❖ A range of stimulating activities tailored to the needs of the children to allow all children to achieve to their full potential.</li> <li>❖ Child-led activities that have been designed based around the children's own interests</li> <li>❖ Activities that are differentiated to allow for the different needs within the class.</li> </ul>					

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<p>OUR ASPIRATIONS</p> 	<p style="text-align: center;"><b>Sheet Primary School Reception Curriculum Goals</b></p> <p style="text-align: center;">At Sheet Primary School we aim to support the children to be able to achieve the following aspirations:</p> <ul style="list-style-type: none"> <li>❖ Verbally make up exciting stories using the language inspired by a wide range of story books</li> <li>❖ To write independent sentences for meaning</li> <li>❖ To Form recognisable letters</li> <li>❖ Create 2D and 3D visual representations of their own interests in the art area</li> <li>❖ Work collaboratively with each other to plan and design a den/construction model in our outside area</li> <li>❖ Express curiosity through nature and the local area</li> <li>❖ Be resilient and not give up</li> <li>❖ Show empathy and self-regulation through play.</li> </ul>					

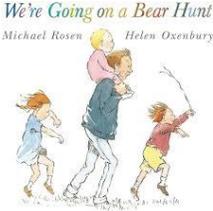
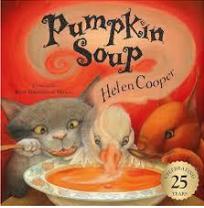
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PARENTAL INVOLVEMENT	Staggered Starts for the first two weeks Home Visits Home/School agreement Phonics workshop Parents Welcome meeting Harvest Festival Parents Evening Celebration Assemblies Grandparents Lunch Birthday Lunches	Nativity Production Weekly Celebration Assemblies Pantomime Trip Little Wandle Home Learning Birthday Lunches Infant Christmas craft nights	Parents Evening Mother's Day craft sessions Little Wandle Home Learning Visit from parents who have a career as people who help us (e.g. emergency services, army, vets) Birthday Lunches Weekly Celebration Assemblies	Mother's Day Lunch Bus trip into Petersfield (parent helpers) Little Wandle Home Learning Weekly Celebration Assemblies Birthday Lunches Infant Easter craft nights	Father's Day Lunch Little Wandle Home Learning Weekly Celebration Assemblies Birthday Lunches	Sports Day Marwell Trip Little Wandle Home Learning Weekly Celebration Assemblies Birthday Lunches
TAPESTRY PARTNERSHIP	<p>At Sheet Primary School we use Tapestry as an important tool to build positive relationships with parents and to share progress of the children's learning throughout the year. We discuss the use of Tapestry at the new parent evening held in the summer term before the children start and ensure we have an agreement with the parents for us to set the children up with a profile. During the year we use Tapestry to share observations of the children during their day at school and link it to the appropriate area of learning on the Early Years curriculum. We also encourage parents to share observations of activities the children have completed at home, which can also be used to help teachers in their assessments of the children during the year and to plan appropriate next steps.</p> <p>We recognise and understand that parents are a child's first and constant educators and we value the contribution they make in supporting the children's learning as they grow and develop. We actively encourage parents to support their child's learning and development in school and have open communication on a daily basis. In addition to this we have two parent's evenings throughout the year and provide parents with a comprehensive report of their child's learning and development in Reception at the end of the year.</p>					

TAPESTRY PARTNERSHIP



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NB - These ideas may vary and be adapted during the year to allow for children's own interests.	Starting school My new class New Beginnings My Family Being Kind Autumn & Hibernation What makes me special Likes and dislikes	Continue with Autumn British wildlife Wild animals Favourite animals African animals Celebrations: Halloween Guy Fawkes & Bonfire Night Diwali Christmas and the Nativity Christmas lists Letters to Father Christmas	Celebrations: Chinese New Year Pancake Day Ice and Snow Freezing and melting Climates – cold places Ice Age – dinosaurs frozen in ice Plants and seeds – planting flowers	Celebrations: Easter Buckingham Palace The Royal Family Famous London landmarks Make a London landmark junk modelling Weather/seasons Animal lifecycles – chicks Poetry Day performance	Safari Climates – hot places David Attenborough African arts and crafts African animal hunt Safari writing Making passports Building animal enclosures Staying healthy	Writing letters The invention of the telephone Emails Communications through the ages Summer Looking after our planet Animal lifecycles – caterpillars to butterflies
'Wow' moments and special Events (These may be added to or adapted throughout the year)	Harvest Festival Birthdays Meeting school staff Autumn Walk Allotment Visit Grandparents Lunch World Habitat Day	Haslemere Museum Trip The Big Draw Halloween dress up day Sheet Fireworks Children In Need Remembrance Day Anti-Bullying Week Christmas events Nativity play Pantomime Trip	Fire Service coming to visit Dress up day Winter walk National Storytelling Week 29th Jan – 2nd Feb Children's Mental Health Awareness Week – 5th Feb	Bus Trip into Petersfield Spring Walk Random Acts of Kindness Day – 19th Feb Mother's Day Lunches World Book Day Living Eggs Easter Egg Hunt Bedtime stories in the library	Learn a traditional tribal dance Learn about and try some African food Forest School FOSS outdoor cinema Exotic fruit tasting linked to Handa's Surprise	Sports Day FOSS Colour Run Forest School Whole School Summer Walk Father's Day Lunches Trip to Marwell Zoo End of Year celebrations

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<p>Overarching Themes</p> <p>KEY TEXTS</p>  	<p>All About Me &amp; Toys</p> <p>Incredible You Super Duper You The Sea-Saw The Everywhere Bear Harry and the Bucketful of Dinosaurs go to school Don't Hog the Hedge We're Going on a Bear Hunt The Squirrels who squabbled All About Me All Kinds of Families</p> <p>*Fiction/story texts *Poetry/rhyming books *Non-fiction texts</p>	<p>Animals Around the World &amp; Traditional Tales</p> <p>Pumpkin Soup Sparks in the Sky Anansi and the Spider Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk Room on the Broom Our Planet Animal Atlas</p>	<p>The Great Fire of London (People who help us)</p> <p>The Hare and the Tortoise A Superhero Like You Charlie and the Firefighters Zog and the Flying Doctors When I am at work – Firefighter I Love Chinese New Year The Great Race – the Chinese Zodiac story</p>	<p>Let's Explore London (People who help us)</p> <p>Mr Wolf's Pancakes The Runaway Pancake Errol's Garden The Jolly Postman The Detective Dog The Queen's Hat Hickory Dickory Dock A Walk in London The Easter Story</p>	<p>Kenya, Africa</p> <p>Handa's Surprise Handa's Hen Mama Panya's Pancakes The Water Princess Bringing the rain to Kapiti Plain The Ugly Five The Safari Stomp Amazing Africa All About Africa Africa for Kids</p>	<p>Communications then &amp; now/ Dinosaurs and Volcanoes</p> <p>Dinosaurs Love Underpants Mad About Dinosaurs Harry and the Bucketful of Dinosaurs Dinosaurs and All That Rubbish Meerkat Mail Dragon Post The Thank you Letter Stomp, Chomp Big Roars, Here Come the Dinosaurs Zog My encyclopaedia of very important dinosaurs Escape from Pompeii Stranded – A mostly true story from Iceland</p>
<p>Overarching Themes</p>	<p>AUTUMN 1</p>	<p>AUTUMN 2</p>	<p>SPRING 1</p>	<p>SPRING 2</p>	<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p>Specific Areas of Learning</p> <p>COMMUNICATION &amp; LANGUAGE</p>	<p>All About Me &amp; Toys</p>	<p>Animals Around the World &amp; Traditional Tales</p>	<p>The Great Fire of London (People who help us)</p>	<p>Let's Explore London</p>	<p>Kenya, Africa</p>	<p>Communications then &amp; now/Dinosaurs and Volcanoes</p>
<p>The development of children's spoken language is what underpins all seven areas of learning and development in the EYFS. Children's daily interactions with their peers and with the adults around them from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By making comments on what children are interested in or doing and responding by adding new vocabulary practitioners can help to build children's language effectively. At Sheet Primary School our aim to is to read frequently to children and actively engage them in stories, non-fiction texts, poetry and rhymes and then provide them with opportunities in which to use and embed new words</p>						

<p><i>This is developed throughout the year through high quality interactions, daily group discussions, PSHE, Circle Time, stories, singing, poems, show and tell, role play areas, sharing weekend news, Infant Christmas production and whole school events</i></p>	<p>in a variety of different contexts. Through conversation, story-telling and role play children share their ideas with support and modelling from their teacher, and sensitive questioning invites the children to elaborate so that they become comfortable with using a wide range of vocabulary and language.</p>					
	<p>Welcome to your new school Getting to know new friends Settling in activities Talk about familiar experiences Rhyming and Alliteration Sharing Facts for All About Me Shared Stories Feelings Board Model and talk about daily routines and experiences throughout the day  Learn rhymes, poems and songs</p>	<p>Develop vocabulary Discovering new passions Retell a story Story language Listening to and responding to stories Following instructions Taking part in class discussions Circle Time Jigsaw PSHE My Happy Mind Understanding how to listen carefully Use new vocabulary Nativity Performance</p>	<p>Use language well Asking questions – who, what, when, why, where? Discover passions Retell a story with story language Ask questions to find out more and check their own understanding Discuss events and characters in a story Engage in non-fiction texts Listen to and talk about stories to build familiarity and understanding</p>	<p>Describe events in detail Use time connectives Discover passions Understand how to listen and why it is so important Talk about an object – show and tell Sustained focus when listening to stories and engaging in circle time and class discussions Engage in non-fiction texts</p>	<p>Discovering passions Offer explanations for why and how things happen Use language to talk through and explain their own work such as a model they have built or picture drawn. Use language related to stories and what is happening in a book. Offer explanations using newly acquired vocabulary.</p>	<p>Discover passions Read aloud books to children that will extend their knowledge and understanding of the world around them and the current topic Use new vocabulary in role play situations Share books containing photographs and pictures, such as places with different climates.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2												
<p>Overarching Themes</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p>Self-Regulation, Managing Self &amp; Building Relationships</p>	All About Me & Toys	Animals Around the World & Traditional Tales	The Great Fire of London (People who help us)	Let's Explore London	Kenya, Africa	Communications then & now/Dinosaurs & Volcanoes												
<p>Children's Personal, social and emotional development (PSED) is crucial for children to lead happy and healthy lives and is fundamental to their cognitive development. At the heart of their personal development are those important attachments that shape their world socially. Strong, warm and supportive relationships with adults are what enable children to learn how to understand their own feelings as well as the feelings of others. Children should be supported to manage their emotions, develop their own self-esteem, set simple goals and to have confidence in their own abilities. Children need to be shown how to wait for what they want and to understand that their needs cannot always be met immediately. Through adult guidance and modelling children will be shown how to look after their bodies, including the importance of healthy eating and to manage personal needs independently. Through supportive interactions with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These principles are what provide children with a secure platform from which they can achieve their full potential.</p>																		
<table border="1"> <thead> <tr> <th><u>Jigsaw PSHE: Being Me in My World</u></th> <th><u>Jigsaw PSHE: Celebrating Difference</u></th> <th><u>Jigsaw PSHE: Dreams and Goals</u></th> <th><u>Jigsaw PSHE: Healthy Me</u></th> <th><u>Jigsaw PSHE: Relationships</u></th> <th><u>Jigsaw PSHE: Changing Me</u></th> </tr> </thead> <tbody> <tr> <td> Self-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities   <u>My Happy Mind</u>   Meet Your Brain </td> <td> Identifying talents  Being special Families  Where we live Making friends  Standing up for yourself   <u>My Happy Mind</u>   Celebrate </td> <td> Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals   <u>My Happy Mind</u>   Appreciate </td> <td> Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean Safety   <u>My Happy Mind</u>   Relate </td> <td> Family life Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend   <u>My Happy Mind</u>   Engage </td> <td> Bodies Respecting my body  Growing up Growth and change  Fun and fears  Celebrations   <u>Transition into Year 1</u>  <u>Year 1 readiness</u> </td> </tr> </tbody> </table>							<u>Jigsaw PSHE: Being Me in My World</u>	<u>Jigsaw PSHE: Celebrating Difference</u>	<u>Jigsaw PSHE: Dreams and Goals</u>	<u>Jigsaw PSHE: Healthy Me</u>	<u>Jigsaw PSHE: Relationships</u>	<u>Jigsaw PSHE: Changing Me</u>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities  <u>My Happy Mind</u>  Meet Your Brain	Identifying talents Being special Families Where we live Making friends Standing up for yourself  <u>My Happy Mind</u>  Celebrate	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals  <u>My Happy Mind</u>  Appreciate	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety  <u>My Happy Mind</u>  Relate	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend  <u>My Happy Mind</u>  Engage	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations  <u>Transition into Year 1</u> <u>Year 1 readiness</u>
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<b>PHYSICAL DEVELOPMENT</b>	Physical activity is vital for children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop throughout early childhood, beginning with sensory exploration and the development of a child's strength, co-ordination and positional awareness, beginning with activities such as tummy time for babies, crawling and play movement with both objects and adults. By creating games and providing children with opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps children to develop their hand-eye co-ordination which is a strong foundation for early literacy skills. At Sheet Primary School we aim to provide children with repeated and varied opportunities throughout the year to explore and play with a variety of different equipment and resources. These include small world activities, puzzles, arts and crafts and the practice of using small tools, whilst also having access to a large field, climbing frame and bikes and trikes to allow children to develop proficiency, control and confidence.					
<b>FINE MOTOR</b> Daily opportunities for fine motor activities	Threading, cutting, weaving, playdough, funky finger activities, hold a pencil/paintbrush beyond whole hand grasp Pencil grip development Make shapes using whiteboards and pens linked to <b>Letterjoin</b>	Threading, cutting, weaving, playdough, funky finger activities, drawing, writing, , model correct letter formation, pencil grip development, Show preference for dominant hand Use of cutlery effectively [ <b>Letterjoin</b>	Threading, cutting, weaving, playdough, daily funky fingers, begin to form letters correctly, construction, free drawing, holding small items, button clothing, cutting with scissors, child safe knives <b>Letterjoin</b>	Threading, cutting, weaving, playdough, daily funky fingers, begin to form letters correctly, construction, free drawing, holding small items, button clothing, develop accuracy when cutting with scissors <b>Letterjoin</b>	Threading, cutting, weaving, playdough, daily funky fingers, begin to form letters correctly, construction, free drawing, holding small items, button clothing, cutting straight lines with scissors, moving to cutting curved lines <b>Letterjoin</b>	Threading, cutting, weaving, playdough, daily funky fingers, form letters correctly, construction, drawing with increased care and attention to detail, holding small items, <b>Letterjoin</b>
<b>GROSS MOTOR</b> Outdoor learning area and weekly PE lessons	Bikes and trikes, different ways of moving, develop good personal hygiene, climbing frame, outdoor equipment	Ball skills, throwing, catching, crates play, large block play, small and large apparatus indoors and outdoors	Ball skills, aiming, dribbling, pushing, throwing and catching, kicking	Balancing, jumping, hopping, skipping, jogging, running, introduction to dance and different ways of moving	Obstacle activities, moving over, under and through equipment, climbing frame, rolling.	Races, team games, negotiate space safely, Sports Day preparation
<i>Get Set for PE</i>	Introduction to PE	Fundamentals	Ball Skills	Dance	Gymnastics	Games



<p>Children's phonic knowledge assessed after every 5 weeks of teaching. Daily keep up and catch up sessions for children with gaps in their phonic knowledge.</p>  	<p>New tricky words: I, the</p>	<p>Week 4: sh th ng nk Week 5: words with s /s/ added at the end (hats sits). Words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>New tricky words: put, pull, full, as, and, has, his, her, at, the, go, no, to, into, she, push, he, of, we, me, be</p>	<p>dd mm tt bb rr gg pp ff Week 5: longer words</p> <p>New tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Week 2: review Phase 3: er air words with double letters longer words Week 3: words with two or more digraphs Week 4: longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>No new tricky words</p>	<p>Week 5: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out</p> <p>New tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, today</p>	<p>ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: Phase 4 words ending in: -s /s/, -s /z/, -es longer words No new tricky words</p>
<p><b>LITERACY</b> continued</p> <p>WRITING</p> <p>Texts used as a stimulus throughout the year</p> <p>Texts used may change due to children's interests</p>  	<p><b>Texts as a Stimulus</b></p> <p>Shows a preference for dominant hand, develop tripod, mark making, giving meaning to marks. Writing initial sounds and simple captions. Use initial sounds to label characters and pictures Write name correctly Begin to form lower case letters correctly Begin to spell words by identifying the sounds and then writing the sounds with letters using known GPCs Use initial sounds</p>	<p><b>Texts as a Stimulus</b></p> <p>Consolidate Autumn 1. Help children to identify the sound that is tricky to spell Sequence a story Write a caption Use correct letter formation Begin to re-read what they have written Begin to spell CVC words correctly using GPC. Write labels. Begin to write lists &amp; captions</p>	<p><b>Texts as a Stimulus</b></p> <p>Guided writing Form most lower case letters correctly Spell words by identifying the sounds using taught GPCs. Write captions, phrases and begin to write simple sentences Begin to use capital letters, full stops and finger spaces. Re-read what they have written to make sure it makes sense. Begin to write a variety of fiction and non-fiction captions.</p>	<p><b>Texts as a Stimulus</b></p> <p>Guided writing Form most lower case letters correctly Spell words by identifying the sounds using taught GPCs. Write captions, phrases and begin to write simple sentences Begin to use capital letters, full stops and finger spaces. Re-read what they have written to make sure it makes sense. Begin to write a variety of fiction and non-fiction captions</p>	<p><b>Texts as a Stimulus</b></p> <p>Write recognisable letters (lower case and capital) most of which are correctly formed. Spell words by identifying the sounds using taught GPCs. Write simple phrases and sentences that can be read by themselves and others. Include capital letters, full stops and finger spaces in writing. Begin to write for a purpose and more than one sentence such as instructions.</p>	<p><b>Texts as a Stimulus</b></p> <p>Write recognisable letters (both lower case and capitals) most of which are correctly formed. Spell words by identifying taught GPCs. Write simple phrases and sentences that can be read by themselves and others. Include capital letters, full stops and finger spaces in writing. Begin to write for a purpose such as instructions, fact files, letters, and including lists Begin to sequence 2-3 sentences as part of a story by using a story map or planner.</p>

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Overarching Themes	All About Me & Toys	Animals Around the World & Traditional Tales	The Great Fire of London (People who help us)	Let's Explore London	Kenya, Africa	Communications then & now/Dinosaurs and Volcanoes
MATHS	Developing a strong grounding in number is essential so that all children can develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers 1 to 10, the relationships between them and the patterns within those numbers. By providing children with frequent and varied opportunities to build on and apply this understanding, such as manipulatives, including small pebbles and tens frames for counting, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including shape and measure. It is important that children develop positive attitudes and an interest in mathematics, look for patterns and relationships, spot connections, be willing to 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
 <p>We follow the White Rose Long Term Plan and scheme of work</p>	<p><b>Early Mathematical Experiences (Autumn 1)</b></p> <ul style="list-style-type: none"> <li>Counting rhymes and songs.</li> <li>Classifying objects based on one attribute.</li> <li>Matching equal and unequal groups.</li> <li>Comparing objects and sets.</li> <li>Subitising 1-5.</li> <li>Ordering objects and sets</li> <li>Introduce manipulatives</li> <li>Number recognition</li> <li>Begin to form early numbers.</li> </ul> <p><b>Pattern and early number (Autumn 1)</b></p> <ul style="list-style-type: none"> <li>Recognise, describe, copy and extend colour and size patterns</li> <li>Count and represent the numbers 1-5</li> <li>Estimate and check by counting</li> <li>Recognise numbers in the environment</li> </ul> <p><b>Numbers within 5 (Autumn 2)</b></p> <ul style="list-style-type: none"> <li>Counts up to five objects</li> <li>One more or one fewer</li> <li>Order numerals 1-5</li> <li>Conservation of numbers within 5</li> </ul> <p><b>Addition and subtraction within 5 (Autumn 2)</b></p> <ul style="list-style-type: none"> <li>Explore addition and subtraction</li> </ul> <p><b>Measures (Autumn 2)</b></p> <ul style="list-style-type: none"> <li>Estimate, order, compare, discuss and explore capacity, weight and lengths</li> </ul> <p><b>Shape and sorting (Autumn 2)</b></p> <ul style="list-style-type: none"> <li>Describe and sort 2D shapes</li> <li>Describe position accurately</li> </ul> <p><b>Calendar and time (Autumn 2)</b></p> <ul style="list-style-type: none"> <li>Days of the week, seasons</li> <li>Night and Daytime</li> </ul>	<p><b>Zero (Spring 1)</b></p> <ul style="list-style-type: none"> <li>Understanding the concept of zero</li> </ul> <p><b>Numbers within 10 (Spring 1)</b></p> <ul style="list-style-type: none"> <li>Count up to ten objects</li> <li>Represent, order and explore numbers to 10.</li> <li>Composition</li> <li>One more or one fewer, one greater or less.</li> <li>Subitise</li> <li>Compare 2 quantities, ordering quantities</li> <li>Pairing</li> <li>Writing numbers</li> </ul> <p><b>Addition &amp; subtraction within 10 (Spring 1)</b></p> <ul style="list-style-type: none"> <li>Explore addition –combine two groups</li> <li>Subtraction as taking away</li> <li>Number bonds to 10</li> <li>Addition, subtraction and equals symbols</li> </ul> <p><b>Measures (Spring 2)</b></p> <ul style="list-style-type: none"> <li>Vocabulary for, comparing weight &amp; height, length &amp; capacity</li> <li>Time – sequence events, yesterday, today, tomorrow</li> </ul> <p><b>Patterns (Spring 2)</b></p> <ul style="list-style-type: none"> <li>Repeating patterns</li> </ul> <p><b>Shape (Spring 2)</b></p> <ul style="list-style-type: none"> <li>Describe and sort 3D shapes</li> <li>Describe the similarities and differences</li> </ul>	<p><b>Numbers beyond 10 (Summer 1)</b></p> <ul style="list-style-type: none"> <li>Build and identify numbers to 20 and begin to understand order and place value.</li> <li>Composition</li> <li>Count on and back to beyond 10</li> <li>Subitise</li> <li>One more/one less</li> <li>Missing numbers</li> <li>Estimating</li> <li>Writing numbers</li> </ul> <p><b>Addition and subtraction within 20 (Summer 1)</b></p> <ul style="list-style-type: none"> <li>Understand an amount can be changed by adding more or taking away.</li> <li>Begin to add on by counting on</li> <li>Begin to problem solve and reason</li> <li>Recall number bonds to 5/10</li> </ul> <p><b>Doubling (Summer 1)</b></p> <ul style="list-style-type: none"> <li>Understand that double mean twice the amount</li> <li>Say doubles of numbers to 10</li> </ul> <p><b>Sharing/ Even &amp; Odd (Summer 2)</b></p> <ul style="list-style-type: none"> <li>Share to make equal groups</li> <li>Recognise some quantities can't be paired or shared equally – begin to understand odd one left</li> <li>Begin to understand the odd and even structure</li> </ul> <p><b>Shape and Space (Summer 2)</b></p> <ul style="list-style-type: none"> <li>Positional language</li> <li>Spatial reasoning</li> <li>Shapes can be combined or separated to make a new shape</li> </ul> <p><b>Patterns (Summer 2)</b></p> <ul style="list-style-type: none"> <li>Patterns in numbers and shape</li> <li>Repeating patterns</li> <li>Symmetry</li> </ul>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overarching Themes	All About Me & Toys	Animals Around the World & Traditional Tales	The Great Fire of London (People who help us)	Let's Explore London	Kenya, Africa	Communications then & now/Dinosaurs and Volcanoes
<b>UNDERSTANDING THE WORLD</b>	Understanding the world involves guiding children to make sense of the physical world around them and of their community. The frequency and range of children's personal experiences increases their knowledge and helps them to make sense of the world around them. This includes experiences such as visiting parks, libraries and museums to meeting important members of the community such as police officers, nurses and firefighters. In addition to this, being exposed to a wide variety of stories, non-fiction, rhymes and poems will help develop children's understanding of our culturally, socially, technologically and ecologically diverse world.					
PEOPLE, CULTURE & COMMUNITIES	Identifying their family, naming who they can see and what relation they are to them.	Begin to understand that some places are special to members of their community.	Use images, video clips and shared texts to bring the wider world into the classroom.	Use images, video clips and shared texts to bring the wider world into the classroom.	Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.	Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.
<i>Our curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships</i>	Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.	Talk about special places they go with their family, places of worship visited by children – <b>link to visit to Sheet church.</b>	Talk about members of their immediate family and community	Talk about members of their immediate family and community	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.	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.
<i>Children will begin to understand and value the diversity of individuals and group within their own and wider community</i>	Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.	Begin to recognise and understand that people have different beliefs. Develop knowledge and understanding of other festivals.	Name and describe people who are familiar to them.	Name and describe people who are familiar to them.	Explain some similarities and differences between life in this country and life in other countries, 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, non-fiction texts and maps
<i>Children will have opportunities to develop their cultural awareness</i>	Introduce children to a range of stories including characters and creatures from other cultures and countries.	Understand that some places are important to members of their community	Recognise and celebrate that people have different beliefs.	Understand that some places are important to members of their community	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps <b>link to work on Kenya</b>	
	Name and describe people familiar within the school community Develop knowledge and understanding of other festivals.	Introduce children to different occupations and jobs.	Recognise some similarities and differences between life in this country and other countries.	Recognise and celebrate that people have different beliefs.		
	Developing a class community.	Understand that there are many different types of families.		Recognise some similarities and differences between life in this country and other countries/		
Festivals	Harvest Diwali	Halloween Bonfire Night Christmas	Chinese New Year Shrove Tuesday	Mother's Day Easter		Father's Day

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><i>Overarching Themes</i></p> <p><b>UNDERSTANDING THE WORLD</b></p> <p><i>THE NATURAL WORLD</i></p> <p><i>Our curriculum enables children to develop a love of the outdoors and to foster children's curiosity about the world around them through hands-on experiences.</i></p> <p><i>We use our school environment, the local community and outdoor provision to provide our children with first-hand experiences of the natural world.</i></p>	<p>All About Me &amp; Toys</p>	<p>Animals Around the World &amp; Traditional Tales</p>	<p>The Great Fire of London (People who help us)</p>	<p>Let's Explore London</p>	<p>Kenya, Africa</p>	<p>Communications then &amp; now/Dinosaurs and Volcanoes</p>
<p>Understanding the world involves guiding children to make sense of the physical world around them and of their community. The frequency and range of children's personal experiences increases their knowledge and helps them to make sense of the world around them. This includes experiences such as visiting parks, libraries and museums to meeting important members of the community such as police officers, nurses and firefighters. In addition to this, being exposed to a wide variety of stories, non-fiction, rhymes and poems will help develop children's understanding of our culturally, socially, technologically and ecologically diverse world.</p>						
<p>Navigate around our classroom and outdoor areas.</p> <p>Know about seasonal change, signs of Autumn. Explore this through a Forest School approach, collecting natural objects to sort. Make observations both verbally and through Expressive Arts and Design.</p> <p>Talk about experiences with their families, where have they been? What have they seen? Draw similarities and make comparisons.</p>		<p>Use the story of The Gingerbread Man to draw and discuss maps, Begin to understand the importance of maps and create their own story maps.</p> <p>Nocturnal animals. Making sense of different habitats and environments, find them in the school grounds and make hedgehog houses.</p> <p>Draw pictures of the natural world after close observation, including animals and plants – link to seasonal change and Autumn.</p>	<p>Use images, video clips, texts and natural resources to bring the natural world into the classroom.</p> <p>Know about seasonal changes.</p> <p>Know about animals around the world in different climates, the Arctic and deserts, the equator.</p> <p>Encourage discussion, describing and commenting on things they have seen outside.</p> <p>Planting daffodil or tulip bulbs</p>	<p>Change in living things, changes in leaves, weather, the seasons. Life cycles of a chick.</p> <p>Know about seasonal changes and signs of Spring.</p> <p>Explore signs of Spring through artwork for class displays.</p> <p>Look at habitats in the natural world, baby animals and how they live and grow in nature.</p> <p>Look at features of their local town and library.</p>	<p>Use Handa's Surprise to explore a hot country, Kenya. Look at the climate and discuss wildlife.</p> <p>Make comparisons between this country and Africa, look at similarities and differences.</p> <p>Encourage children to make simple comparisons and make comments on weather, housing, culture, clothing.</p> <p>Use Bee-bots on simple maps, encourage children to use positional and navigation language</p>	<p>Floating and sinking experiments in outside water tray</p> <p>Share non-fiction books about contrasting environments.</p> <p>Explore volcanoes – what are they? Where are they? Why do they occur?</p> <p>Watch clips and read a range of texts about volcanoes.</p> <p>Caterpillars to butterflies growing</p>
<p><i>Enrichment Activities</i></p>	<p>Explore and navigate school grounds</p>	<p>Autumn Walk Allotment visit</p>	<p>Allotment Visit Mother's Day planting</p>	<p>Petersfield Bus trip Spring Walk</p>	<p>Tasting exotic fruit Spice smelling</p>	<p>Father's Day Marwell Trip</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><i>Overarching Themes</i></p> <p><b>UNDERSTANDING THE WORLD</b></p> <p><i>PAST &amp; PRESENT</i></p> <p><i>Children first begin to learn about History by discussing and exploring their own. This gives them a platform from which to develop their understanding of the past.</i></p>	All About Me & Toys	Animals Around the World & Traditional Tales	The Great Fire of London (People who help us)	Let's Explore London	Kenya, Africa	Communications then & now/Dinosaurs and Volcanoes
<p>Understanding the world involves guiding children to make sense of the physical world around them and of their community. The frequency and range of children's personal experiences increases their knowledge and helps them to make sense of the world around them. This includes experiences such as visiting parks, libraries and museums to meeting important members of the community such as police officers, nurses and firefighters. In addition to this, being exposed to a wide variety of stories, non-fiction, rhymes and poems will help develop children's understanding of our culturally, socially, technologically and ecologically diverse world.</p>						
<p>Talk about members of their immediate family. Begin to make sense of their own life-story and family's history, linked to All About Me.</p> <p>Begin to comment on images from the past, link to All About Me and photos of when they were babies.</p> <p>Comparing old and new toys, discussing features and classifying, How do they differ from toys they have at home?</p>	<p>Children to comment on familiar situations linked to celebrations in the past – Bonfire Night, Christmas. Why do we celebrate them?</p> <p>Introduce Guy Fawkes and the Gunpowder Plot. Who was Guy Fawkes? What happened to him? Who was King James and who are our current king and queen?</p> <p>Show pictures of how Christmas used to be celebrated and make comparisons.</p>	<p>Thinking about seasonal changes and winter. Comment on familiar situations from the past such as when it snowed. What did you do? Where did you go?</p> <p>Listening to stories and placing events in the correct order – link to the the Great Fire of London.</p> <p>Link London to the Royal Family and how it has changed over time.</p>	<p>Discuss London and why it is important – what does it mean to be a Capital city?</p> <p>Follow on from The Great Fire of London, what has changed over time? Explore London landmarks and the history behind them.</p> <p>Encourage children to think about London in their independent play – role play, construction.</p> <p>Use Expressive Arts to enhance London learning by building junk models, painting.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and things that have been read in class.</p> <p>Understand the past through settings, characters and events from stories and non-fiction texts.</p> <p>Listening to events and placing events in chronological order.</p>	<p>Prepare for Marwell trip by looking at the history of zoos. When, how and why were they first set up and by who?</p> <p>Look at and compare zoos from the past and zoos today.</p> <p>Communication changes over time</p> <p>Explore the history of Pompeii through volcanoes.</p> <p>Celebrate their learning journey throughout the year. What did we learn from each term? Share floor books.</p>	
<i>Enrichment Activities</i>	Toys Museum trip	FOSS Fireworks Halloween Dress day	Allotment Visit Mother's Day planting	Petersfield Bus trip Spring Walk		Father's Day Marwell Trip

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><i>Overarching Themes</i></p> <p><b>EXPRESSIVE ARTS &amp; DESIGN</b></p> <p><i>BEING IMAGINATIVE &amp; EXPRESSIVE</i></p> <p><i>Moving to music, creating songs, using musical instruments, role play.</i></p> <p><i>Children will have opportunities to learn and perform songs and nursery rhymes linked to their interests and passions.</i></p> 	<p>All About Me &amp; Toys</p>	<p>Animals Around the World &amp; Traditional Tales</p>	<p>The Great Fire of London (People who help us)</p>	<p>Let's Explore London</p>	<p>Kenya, Africa</p>	<p>Communications then &amp; now/Diosaurs and Volcanoes</p>
<p>The development of children's artistic and cultural awareness helps to support their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality of what children see, hear and participate in is essential for developing their understanding, self-expression and ability to communicate through the arts. The frequency and depth of their experiences are fundamental to their progress in being able to interpret and appreciate what they hear, respond to and observe.</p>						
	<p>Learn to sing a variety of nursery rhymes and action songs such as '1, 2, buckle my shoe', '1, 2, 3, 4, 5, once I caught a fish alive', 'Five Little Ducks'.</p> <p>Learning to respond to different styles of music through <b>Kapow Primary</b>.</p> <p>Begin to make own songs and narrative up as part of independent play using instruments in our outdoor theatre. Use role play props</p> <p>Learn and perform songs for Harvest Festival – parents to attend.</p>	<p>Learn to sing a variety of nursery rhymes and songs.</p> <p>Listening and responding to different styles of music through <b>Kapow Primary</b>.</p> <p>Begin to make own songs and role play up as part of independent play with peers and perform these to peers and adults.</p> <p>Learn and perform songs for Infant Christmas production.</p> <p>Share and perform the learning that has taken place.</p> <p>Celebration Music</p>	<p>Learn to sing a variety of nursery rhymes and songs such as 'Hickory, Dickory Dock', 'If You're Happy and You Know It, 'Heads, Shoulders, Knees and Toes'.</p> <p>World Poetry Day performance.</p> <p>Musical Storyland on CBeebies. The Great Race –link to Chinese New Year.</p> <p>Making up own songs in provision sharing the learning that has taken place. Use role play props for post office, fire station, police station, vets, doctors.</p>	<p>Learn to sing a variety of nursery rhymes and action songs.</p> <p>Playing musical instruments</p> <p>Musical Stories Unit with <b>Kapow Primary</b>: Teddy Bear's Picnic, Peter and the Wolf, There was a Princess, We're Going on a Bear Hunt.</p> <p>Singing and learning to play instruments to accompany their own songs.</p> <p>Performing as part of a group</p> <p>Share the learning that has taken place.</p>	<p>Learn a traditional African call and response song</p> <p>African Beats drummers visit to school</p> <p>Musical Storyland on CBeebies with the Royal Philharmonic Orchestra, sing and learn 'The Baobab Tree', link to learning on Africa</p> <p>Use props to support independent role play in outdoor theatre.</p> <p>Musical Stories with <b>Kapow Primary</b></p>	<p>Consolidate the learning that has occurred during the year.</p> <p>Revisit favourite nursery rhymes and poems.</p> <p>Encourage improvisation using voices and instruments.</p> <p>Create music linked to dragons and volcanoes</p> <p>Use props to support outdoor theatre role play.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><i>Overarching Themes</i></p> <p><b>EXPRESSIVE ARTS &amp; DESIGN</b></p> <p><i>CREATING WITH MATERIALS</i></p> <p><i>Painting, modelling, messy play, collage, cutting, threading, clay sculptures</i></p> <p><i>Lots of links to fine motor skills. Children to explain their work to others</i></p> 	<p>All About Me &amp; Toys</p>	<p>Animals Around the World &amp; Traditional Tales</p>	<p>The Great Fire of London (People who help us)</p>	<p>Let's Explore London</p>	<p>Kenya, Africa</p>	<p>Communications then &amp; now/Dinosaurs and Volcanoes</p>
<p>The development of children's artistic and cultural awareness helps to support their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality of what children see, hear and participate in is essential for developing their understanding, self-expression and ability to communicate through the arts. The frequency and depth of their experiences are fundamental to their progress in being able to interpret and appreciate what they hear, respond to and observe.</p>						
	<p>Beginning to mix colours and use them for a purpose.</p> <p>Build models in construction area.</p> <p>Self-portraits using, junk modelling, take pictures of children's creations and use for class displays.</p> <p>Paper plate faces</p> <p>Provide opportunities to work together to develop creative ideas</p>	<p>Celebration Artwork – firework pictures, large scale firework art, Christmas decorations, Christmas cards.</p> <p>Finger painting Autumn trees for display.</p> <p>Observational drawings of Autumn harvest items, squashes and pumpkins using watercolour Paints – use for display</p> <p>Finger painting hedgehogs. Build hedgehog houses.</p> <p>Large scale colour mixing</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. E.g. making dragons.</p> <p>Making Chinese Lanterns and dragons. Chinese writing numbers 1-10 using paint.</p> <p>Teach children different techniques for joining materials, such as how to use tape and different sorts of glue.</p> <p>Junk Modelling fire engines London landmark construction</p>	<p>Children will explore the use of watercolours and paying attention to detail by doing observational drawings of Spring flowers.</p> <p>Observational drawings of chicks, paintings of other animals who hatch from eggs.</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Junk modelling double decker buses</p> <p>London landmark construction</p>	<p>Provide children with a range of materials they can construct with.</p> <p>Exploration of African artwork – discuss colours used.</p> <p>Exotic fruit pastel drawing – link to Handa's Surprise</p> <p>Large scale painting in outdoor area of an African plain – link to The Ugly Five</p> <p>Large scale drawing African animal footprints using big chalks</p> <p>Safari truck in construction area</p>	<p>Consolidate skills children have learnt during the year</p> <p>Use colour mixing skills to create a volcanic scene</p> <p>Build and construct volcano using junk modelling</p> <p>Large scale cork printing of a dragon for class display</p> <p>Use chalks for drawing dragon footprints outside.</p> <p>Father's Day arts and crafts</p>