

| Educational Programme | Communication and Language | | |
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| Learn and use new vocabulary in different contexts. Use new vocabulary throughout the day using the “Word Aware” approach. | | | |
| Autumn 1 | Spring 1 | Summer 1 | |
| <p style="text-align: center;">Learning intentions:</p> <p>Nursery Rhymes: Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes and songs</p> <p>Group Reading: Ask questions to find out more Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary</p> <p>Daily Demonstrative Reading: Engage in story time Listen to stories Listen and talk about stories to build familiarity and understanding</p> <p>Social & PSHE Stories: Develop social phrases Use talk to help work out problems and organise thinking</p> | <p style="text-align: center;">Learning intentions:</p> <p>Nursery Rhymes and Songs Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes and songs</p> <p>Group Reading: Ask questions to find out more Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary</p> <p>Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words</p> <p>Daily Demonstrative Reading: Engage in story time Listen to stories</p> <p>Social Stories: Develop social phrases Use talk to help work out problems and organise thinking</p> <p>Science Use talk to explain how things work and why they might happen</p> <p>Retell a Story Retell a story they have developed deep familiarity with; some as extract repetition and some in own words</p> <p>Helicopter Stories: Use new vocabulary. Connect one idea t action another using a range of connectives</p> | <p style="text-align: center;">Learning intentions:</p> <p>Poems, Nursery Rhymes and Songs Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs</p> <p>Group Reading: Ask questions to find out more Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary</p> <p>Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words</p> <p>Daily Demonstrative Reading: Engage in story time Listen to stories</p> <p>Social & PSHE Stories: Develop social phrases Use talk to help work out problems and organise thinking</p> <p>Engage in Non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and new vocabulary.</p> <p>Science Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories: Use new vocabulary. Connect one idea t action another using a range of connectives</p> <p>Recount an event Describe events using the correct tense with increasing detail.</p> | |

| Autumn 2 | Spring 2 | Summer 2 |
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| <p>Learning intentions:</p> <p>Nursery Rhymes and Songs Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes and songs</p> <p>Group Reading: Ask questions to find out more Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words</p> <p>Daily Demonstrative Reading: Engage in story time Listen to stories Listen and talk about stories to build familiarity and understanding</p> <p>Social & PSHE Stories: Develop social phrases Use talk to help work out problems and organise thinking</p> <p>Engage in Non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and new vocabulary.</p> <p>Science Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories: Use new vocabulary. Connect one idea to action another using a range of connectives</p> | <p>Learning intentions:</p> | <p>Learning intentions:</p> <p>Poems, Nursery Rhymes and Songs Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs</p> <p>Group Reading: Ask questions to find out more Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words</p> <p>Daily Demonstrative Reading: Engage in story time Listen to stories</p> <p>Social & PSHE Stories: Develop social phrases Use talk to help work out problems and organise thinking</p> <p>Engage in Non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and new vocabulary.</p> <p>Science Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories: Use new vocabulary. Connect one idea to action another using a range of connectives</p> <p>Recount an event Describe events using the correct tense with increasing detail.</p> |

Jigsaw 3-11 is an engaging whole-school approach which develops pupil's emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. Each class will have a Jigsaw friends in Reception this is Jigsaw Jenie and Jess the cat

| Autumn 1 | Spring 1 | Summer 1 |
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| <p><i>Jigsaw Piece 1, Being Me in My World</i> Learning intentions:</p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understands why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play. • I am learning what responsible means | <p><i>Jigsaw Piece 3, Dreams & Goals</i> Learning intentions:</p> <ul style="list-style-type: none"> • I understand that if I persevere, I can take challenges • I can tell you about a time I didn't give up until I achieved my goal. • I can set a goal and work towards it. • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means t feel pound | <p><i>Jigsaw Piece 5, Relationships</i> Learning intentions:</p> <ul style="list-style-type: none"> • I can identity some of the jobs I do in my family and how I feel like I belong • I know how to make friends and to stop myself from feeling lonely • I can think f ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use CALM ME time to manage my feelings • I know how to be a good friend |
| Autumn 2 | Spring 2 | Summer 2 |
| <p><i>Jigsaw Piece 2, Celebrating Difference</i> Learning intentions:</p> <ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us special • I know we are all different but the sae in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to use to stand up for myself when someone says or does something unkind | <p><i>Jigsaw Piece 4, Healthy Me</i> Learning intentions:</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy eating choices • I can wash my hands thoroughly and I understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me | <p><i>Jigsaw Piece 5, Changing Me</i> Learning intentions:</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we will all grow from babies to adults • I can express how I feel about moving to Year1 • I can talk about my worries and/or the things I am looking forward to about being in Year1 • I can share my memories of the best bits of reception |

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| Educational Programme | Physical Development | | |
| Autumn 1 | Spring 1 | Summer 1 | |

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| <p>Learning intentions: Managing the school Day Developing the skills needed to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene. Use their core muscles strength to achieve good posture when sitting at a table or on the floor. Fine Motor Pencil grip, Scissor Control, Use of a knife and fork. Develop small motor skills so they can use a range of tools competently, safely and confidently P.E Spatial awareness Playground games, circle games, parachute games P.E Dance Progress towards a more fluent style of moving with developing control and grace. Keeping healthy: To wash my hands thoroughly. Know and talk about the importance of hygiene, before I eat and go to the toilet.</p> | <p>Learning intentions: P.E Gymnastics Develop overall body strength balance co-ordination and agility Confidently and safely use a range of large and small apparatus Fine Motor Pencil grip, Correct formation of letters Developing the foundations of a handwriting style which is fast accurate and efficient</p> | <p>Learning intentions: P.E Games Develop and refine a range of ball skills P.E Games Developed confidence competence, precision and accuracy when engaging in activities that involve a ball. Fine Motor Refining Skills already taught Keeping healthy: Sleep Routine Know and talk about the different factors that support their overall health and wellbeing</p> |
| <p style="text-align: center;">Autumn 2</p> | <p style="text-align: center;">Spring 2</p> | <p style="text-align: center;">Summer 2</p> |
| <p>Learning intentions: Fine Motor Pencil grip, Scissor Control. Developing the foundations of a handwriting style which is fast accurate and efficient P.E dance: Combining Movement Combine different movements with ease and fluency</p> | <p>Learning intentions: P.E Gymnastics Combine different movements with ease and fluency. Develop overall body strength co-ordination, balance and agility needed to engage successfully with physical ability Fine Motor Pencil grip, Correct formation of letters Developing the foundations of a handwriting style which is fast accurate and efficient Keeping healthy: Healthy Diet Know and talk about the different foods that keep me healthy. Keeping healthy: Know and talk about the different factors that support their overall health and wellbeing such as the things I can do. Tooth brushing Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Learning intentions: P.E Games Develop overall body strength, co-ordination balance and agility needed to engage successfully with physical activity P.E Sports day events such as running, jumping, javelin throwing. Fine Motor Pencil grip, Correct formation of letters Developing the foundations of a handwriting style which is fast accurate and efficient Keeping healthy: Being a safe pedestrian. Keeping healthy: Sun Safety Keeping healthy: Name parts of my body.</p> |

Phonics will be taught using our whole school systematic Phonics Scheme, Success for All. Phase 1 phonics will be interwoven throughout the provision via adult input and child-initiated learning. Comprehension will be taught through our whole school approach VIPERS (V= I= P=E=R=S=)

| Autumn 1 | Spring 1 | Summer 1 |
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| <p>Learning intentions:</p> <p>Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play</p> <p>Phonics Recap Phase 1 Phonics. Will be developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting Phase 2- Children learn short GPCs and use these to read CVC words. A limited number of common exception words (CEWS) are introduced in the context of shared readers, and children practise writing new and previously learnt GPCs in upper-and lower-case letters</p> <p>We will be learning new GPCs S,a,t,i,p l,n,m,d g,o,c,k ck,e,u,r h,b,f,ff</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught</p> <p>Shared Reading:</p> | <p>Learning intentions:</p> <p>Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play</p> <p>Phonics Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words.</p> <p>We will be learning new GPCs ai, ee, igh,</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced</p> <p>Shared Reading:</p> | <p>Learning intentions:</p> <p>Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play</p> <p>Phonics Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words.</p> <p>We will be learning new GPCs or ur ow oi</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced</p> <p>Shared Reading:</p> |
| Autumn 2 | Spring 2 | Summer 2 |
| Learning intentions: | Learning intentions: | Learning intentions: |

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| <p>Nursery Rhymes: To Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play</p> <p style="text-align: center;">Phonics</p> <p>Phase 2- Children learn short GPCs and use these to read CVC words. A limited number of common exception words (CEWS) are introduced in the context of shared readers, and children practise writing new and previously learnt GPCs in upper-and lower case letters We will be learning new GPCs l, ll, ss j, v, w x, y, z zz, qu, ch sh, th, ng</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught</p> <p style="text-align: center;">Shared Reading:</p> | <p>Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play</p> <p style="text-align: center;">Phonics</p> <p>Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words. We will be learning new GPCs oa, oo, oo ar</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings.</p> <p style="text-align: center;">Shared Reading:</p> | <p>Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play</p> <p style="text-align: center;">Phonics</p> <p>Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words. We will be learning new GPCs ear air ure er</p> <p>Reviewing and consolidating Reception Level content in preparation for Year1. Decoding skills are applied to more challenging word structures</p> <p>Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings.</p> <p style="text-align: center;">Shared Reading:</p> |
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| Educational Programme | Maths | |
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| Using our whole Schools Maths Mastery Scheme: White Rose Maths. Where complementary, supported by Number Block episodes and NCETM Materials | | |
| <p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p><u>Phase - Getting to Know You:</u> Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language.</p> <p><u>Phase – Just Like Me:</u> Match and sort Identical & Non Identical: Use five frames – line up identical objects and count-check, more than, less than, fewer than, equal to, the same as. Compare amounts. Compare size, mass and capacity. Exploring pattern.</p> | <p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p><u>Phase – Alive in 5! :</u> Introducing zero. Comparing, Composition 4 & 5. Compare Mass. Compare Capacity.</p> <p><u>Phase - Growing 6,7,8 :</u> 6,7 & 8. Making pairs. Combining 2 groups. Length & Height. Time: use yesterday, today & tomorrow. Time: To order events & seasons.</p> | <p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p><u>Phase – To 20 and Beyond :</u> Counting beyond 10. Counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate.</p> <p><u>Phase – First Then Now :</u> Adding more / number stories. Taking away. Spatial reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p> |
| <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p><u>Phase – It’s Me 1 2 3!</u> Representing 1, 2 &3. Comparing 1, 2 & 3. Composition 1, 2 &3. Circles and triangles. Positional Language.</p> <p><u>Phase – Light & Dark</u> Representing numbers to 5. One more and less. Shapes with 4 sides. Time – Night and day.</p> | <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p><u>Phase – Building 9 & 10:</u> 9 &10. Comparing numbers to 10. Number bonds to 10. 3D shapes. Continue, copy & recreate patterns.</p> <p>Consolidation period for Phases: Alive in 5!, Growing 6,7,8 & Building 9 & 10</p> | <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Learning intentions:</p> <p>Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts.</p> <p><u>Phase – Find my Pattern:</u> Doubling, Sharing & Grouping. Even and Odd. Spatial Reasoning.</p> <p><u>Phase – On the Move:</u> Deepening Understanding: develop and extend children’s problem solving skills. Patterns and Relationships, exploring the relationship between numbers and shapes. Spatial Reasoning. Mapping. Consolidation period for Phases: To 20 and Beyond, Find my pattern & On the Move</p> |

| Educational Programme | Understanding of the World | | |
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| Links to National Curriculum: Science, History & Geography | | | |
| <p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Learning intentions:</p> <p>History :Talk about members of their immediate family and community Name and describe people who are familiar to them Talk about the lives of people around them and their roles in society – people who help us. Outdoor learning : Explore the natural world around them Science: Understand the effects of the changing seasons on the natural world around them. Explore what they see hear and feel whilst outside. Understand some important process and changes in the natural world around them. What floats? What changes when a pine cones become wet? Geography: Draw information from a simple map R.E: Diwali – recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> | <p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Learning intentions:</p> <p>History: Talk about members of their immediate family and community. People celebrate special times to remember what happened in the past. Outdoor learning: Explore the natural world around them Science: Ice Understand the effects of the changing seasons on the natural world around them. Explore what they see hear and feel whilst outside. Understand some important process and changes in the natural world around them Geography: Recognise some environments that are different to the one they live in. R.E: Chinese New Year, Shrove Tuesday & Easter– recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> | <p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Learning intentions:</p> <p>R.E: Passover - Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community Outdoor Learning: Explore the natural world around them Science: Explore what they see, hear and feel whilst outside Science: What does an earthworm do? Geography: Draw information from a simple map Outdoor Learning: Explore the natural world around them Science: Understand some important process and changes in the natural world around them including states of matter Science – What melts?</p> | |
| <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Learning intentions:</p> <p>History: Talk about members of their immediate family and community. <i>Bonfire Night & Remembrance Day</i> people celebrate special times to remember what happened in the past. Outdoor learning : Explore the natural world around them Science: Understand the effects of the changing seasons on the natural world around them. Explore what they see hear and feel whilst outside. Understand some important process and changes in the natural world around them Geography: Draw information from a simple map R.E: <i>Christmas</i> – recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> | <p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Learning intentions:</p> <p>History: Talk about members of their immediate family and community. People celebrate special times to remember what happened in the past. Outdoor learning: Explore the natural world around them Science: Does it mix? Understand the effects of the changing seasons on the natural world around them. Explore what they see hear and feel whilst outside. Understand some important process and changes in the natural world around them Geography: Recognise some environments that are different to the one they live in. R.E: Ramadan recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> | <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Learning intentions:</p> <p>Geography: Recognise some similarities and differences between life in this county and life in other countries Science: Understand the effects of changing seasons on the natural world around them. Explore what they see, hear and feel whilst outside History: Comment on images of familiar situations from the past. Compare and contrast characters from stories inc figures from the past. Outdoor Learning: Explore the natural world around them R.E: Eid - Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community</p> | |

| Educational Programme | Expressive Art & Design | | |
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| Links to National Curriculum: ART, Design & Technology and Music | | | |
| Autumn 1 | Spring 1 | Summer 1 | |
| <p>Learning intentions: Creating with Materials To use different tools and techniques confidently and appropriately by: Painting /Exploring colour: Explore paint and colour mixing. Uses hands, fingers, large paint brush. Cutting: Snips in paper. Unconventional grip. Tearing. Drawing Simple mark making on different paper using pencil, pastel, chalk and paint. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Collage: Uses cutting, sticking to explore different materials from collage resources. Joining: Glue using fingers and glue stick. Wrapping masking tape. Weaving: Handles and manipulates materials such as thread cotton, wool, raffia and ribbon. Printing: Use pre-made stampers to print. Print using hands and fingers.</p> <p>Being Imaginative and Expressive: To act out stories and role play our experiences. To play cooperatively with our friends. To make props and costumes for different role play scenarios. To sing and perform nursery rhymes. To explore musical instruments. To explore how we can move to music and rhythm.</p> | | <p>Learning intentions: To use different tools and techniques confidently and appropriately by: Painting /Exploring colour: Making desired colours using colour mixing. Use techniques and colours for a purpose. Cutting: Use scissors accurately, make objects smaller then cut round lines, move paper around as cut. Drawing: Represents objects seen, remembered or imagination. Selects appropriate media and techniques to achieve a specific effect. Accurate drawing of people. Collage: Select and combine a variety of art techniques. Joining: Hole punch and treasure tags / string, staplers. split pins, make glue, stitch, design / select appropriate resources. Finish design with paint / their decoration Weaving: Simple weaving with string wool through a stiff card loom using straight stitches. Printing: Select objects with a purpose in mind. Uses taught techniques to create own stamps.</p> <p>Being Imaginative and Expressive: Create narratives based around stories. To act out stories and role play our experiences. To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Move in time to the music. Explore and use a variety of artistic effects to express their ideas and feelings. Play an instrument following a musical pattern.</p> | |
| Autumn 2 | | Summer 2 | |

Learning intentions:

To develop and strengthen our gross and fine motor control. To use different tools and techniques confidently and appropriately by:
Painting /Exploring colour: Explore paint and colour mixing. Uses hands, fingers, large paint brush.
Cutting: Snips in paper. Unconventional grip. Tearing.
Drawing Simple mark making on different paper using pencil, pastel, chalk and paint.
Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
Collage: Uses cutting, sticking to explore different materials from collage resources. Beginning to be interested in and describe the texture of things.
Joining: Glue using fingers and glue stick. Wrapping masking tape.
Weaving: Handles and manipulates materials such as thread cotton, wool, raffia and ribbon.
Printing: Use pre-made stampers to print. Print using hands and fingers.

Being Imaginative and Expressive:

To act out stories and role play our experiences.
To play cooperatively with our friends.
Sing and perform nursery rhymes.
Explore how we can move to music and rhythm.
Experiment with different instruments and their sounds.
Perform a nativity play to our school peers and family

Learning intentions:

To use different tools and techniques confidently and appropriately by:
Painting /Exploring colour: Making desired colours using colour mixing. Use techniques and colours for a purpose.
Cutting: Use scissors accurately, make objects smaller then cut round lines, move paper around as cut.
Drawing: Represents objects seen, remembered or imagination. Selects appropriate media and techniques to achieve a specific effect. Accurate drawing of people.
Collage: Select and combine a variety of art techniques.
Joining: Hole punch and treasure tags / string, staplers. split pins, make glue, stitch, design / select appropriate resources. Finish design with paint / their decoration
Weaving: Simple weaving with string wool through a stiff card loom using straight stitches.
Printing: Select objects with a purpose in mind. Uses taught techniques to create own stamps.

Being Imaginative and Expressive:

To share creations, talk about process and evaluate their work.
Invent their own narratives, stories and poems.
To act out stories and role play our experiences.
To make props and costumes for different role play scenarios.
Sing and perform nursery rhymes.
Follow a simple dance routine.
Move in time to the music.
Explore and use a variety of artistic effects to express their ideas and feelings.
Play an instrument following a musical pattern.