

YEARLY CURRICUUM OVERVIEW: OWL CLASS	Autumn 1 Teddy Bears	Autumn 2 Celebration/Colour	Spring 1 Once Upon a Time	Spring 2 Growing and Changing	Summer 1 Toys	Summer 2 Our Wonderful World
Possible Focus Texts/ Starters	Teddy Bear rhymes This is the Bear Itchy Bear Goldilocks Who's been eating my porridge?	Whatever Next? Wow said the Owl The Hedgehog's balloon The Christmas Story Stick Man Christmas Performance	Wolves! The Gingerbread Man The 3 Little Pigs -Alternative versions Each Peach Pear Plum	Jack and the Jelly Beanstalk Jasper's Beanstalk Oliver's Vegetables	Peepo! The Toy Hospital Old Bear Kipper's Toybox Fun things to make & do	Performance Handa's Surprise Lost and Found Julia Donaldson- Snail & the whale
Communication & Language Wow wall- speech examples recorded Word wall- termly vocab introduced through text/ topic	What does good listening look like? Aim-wk3-3xstorytime sessions each day Listening games Planned small group listening game/ 'serve & return' sessions Phase 1 phonics group activities. Ozzy Owl diary weekly home/school link Introduce 'All about me' bag Visitor-little city??	-Visitor- library? Listening/attention games- e.g. Kims game -Phase 2 phonics group activities Tapestry-my christening share home photos Weekly circle time- PSHE link	Books from home- versions to share/discuss Talk4Writing focus- oral storytelling. Weekly circle time- PSHE link	-Visitor- tortoise? Tapestry-growing at home- look what we have achieved. Talk4Writing focus- oral storytelling leading into writing.	Visitor- police officer Reflect and review sessions-I have made.. Support children to perform to others where interested. Home link-When my parents/grandparents were children they played with.....	Visitor- dentist? Focus on extending descriptions and sentences when talking to the class. Tapestry- I have been to the country of.....and this is what I saw.....
PSED Display board- termly examples of Jigsaw theme taught	How are we feeling today? What can we do to make ourselves feel better? Introduce self-reg. register Resource hunt- Where would we find the....? Introduce Ozzie Owl- link to positive	Termly achievement trophy Model putting on a coat/zip, reinforce organising book bags etc Model use of planks/bricks etc. outdoors. How can our friends help? How do we protect ourselves?	Begin to change for PE. Problem solving focus- Display photos of zip/banana etc. experts Use of ipad to record- I am proud of myself for... <u>Jigsaw</u>	Termly achievement trophy Caring for plants within the classroom- what do they need to survive? Caring for worms in the wormery and tadpoles- what do they need? <u>Jigsaw</u>	Reflect and review-I am an expert at..... CP extension. Perseverance- Explore mechanisms and how to put things back together once taken apart. <u>Jigsaw</u> -Relationships- A good friend is..... Thank you to.....for.... Explore emotions- PP	Termly achievement trophy Caring for our environment- global warming If lost I would.... Link to safety in the community Empathy for children living in poverty- link school webink.

	<p>behaviour expectation.</p> <p>How do we care for others? Caring for our class fish tank- what do they need? How do we show kindness to others? Kindness and being helpful. Create a 'Class Agreement' to display.</p> <p><u>Jigsaw</u> What makes me special? Being me- I am special because..... Introduce the chime bar- discuss the importance of calm time. Introduce Jeanie- what does she help us to learn?</p>	<p>Independence- focus for modelling I can attitude- e.g help a friend by.....</p> <p>The colour monster- intro coloured jars linked to emotions Introduce 'help table'.</p> <p><u>Jigsaw</u> Celebrating Differences- we are special because? -Introduce additional 'calm me' techniques Barry the Fish with Fingers -Disability awareness PP</p>	<p>-Dreams&Goals- Topsy and Tim book series Challenging stereotypes -Introduce story massage within 'calm me' time</p>	<p>-Healthy Me- Know how can we keep our body healthy? Know that there are healthy and not so healthy foodstuff Healthy food plate- 'eat a rainbow' Know the importance of eating atleast 5 a day.</p>	<p>Recap-The Colour Monster- colour mixing jars. What can we do when angry/sad/worried?</p> <p>My hands can.....</p>	<p>Link with eco-council. Intro a light monitor and litter collector etc.</p> <p><u>Jigsaw</u> Changing Me-label parts of the body. PANTS PP-NSPCC</p> <p>Recap emotions- how can we deal with anger, upset?</p> <p>Transition- managing change as we move into Year One. Know how to sustain a healthy life style and the importance of eating atleast 5 a day.</p>
Physical Development	<p><u>Fine Motor</u> Pipets in water play Dough disco Large tweezers Spring scissors Jug pouring <u>Gross Motor</u> 3 wheeled scooter and bike with trailer -whisks in mud kitchen -sensory trail -one handed rollers indoor and outside -Squiggle while you wiggle- arm movements using flappers</p>	<p><u>Fine Motor</u> Small pipets in water play Dough disco Peeling stickers, film and crayon wrappers Scissors patterns <u>Gross Motor</u> Introduce trim trail Tree climbing Fence painting- water- vertical Easel painting A3 -Balance bikes Trim trail climbing</p> <p><u>Tools-</u> Whisk</p>	<p><u>Fine Motor</u> Tool kit manipulation boards Write dance- table top Scissor intervention group if needed Hole punch/stapler Threading <u>Gross Motor</u> Weekly 2 wheeled scooter session Can you climb up the pole? Squiggle while you wiggle Intro-getting changed for PE</p>	<p><u>Fine Motor</u> Range of mark making medium Add detail to pictures Letter formation with control. Scissors- curved/ zigzag lines Weaving <u>Gross Motor</u> Squiggle while you wiggle- cross body focus Continue getting changed for PE -Scooters course to follow</p>	<p><u>Fine Motor</u> Sketching using range of pencils and charcoal Sewing needles Anti-clockwise circles and lines focus Intro split pins <u>Gross Motor</u> Obstacle courses Introduce skipping/ elastic- short and long rope</p> <p><u>Tools-</u> Screw driver and screws</p>	<p><u>Fine Motor</u> Writing on a line Black line drawing detail One handed hole punch <u>Gross Motor</u> Coordinating using two hands Fire Man's pole</p> <p><u>Tools-</u> sharp knife to cut fruit-bridge/claw method</p>

	<p>Cooking- prepare food without a heat source- a simple sandwich.</p> <p><u>How do these tools work?</u> One handed roller Playdough squeezer Garlic press</p>	spanners	<p><u>Tools-</u> large mixing spoon Grater</p>	<p><u>Tools-</u> Secateurs, loppers Peelers Hand drill</p> <p>Cooking- prepare food without a heat source- a simple sandwich.</p>		<p>Cooking- prepare food without a heat source- a smoothie/ice cream</p>
	<p><u>PE Session</u> Dance-Can we move in response to the music? How can we travel in different ways? exploring shapes, direction and changes in speed Balance along a line Follow the leader- link to phase 1 phonics Keeping a safe space. Large arm movements Stop on command</p>	<p><u>PE Session</u> Dance-streamers Create a sequence using different heights and shapes How does the music make us want to move? Write dance - two handed movements in response to the music. *link to literacy</p>	<p><u>PE Sessions</u> Gymnastics- use of mats to create body shapes and jumps- cat leap, pencil, star Extend to rolls using length of mats. Jump with bended knees and stand like a gymnast. Balance along a narrow beam. -Introduce use of spring board and crash mat to extend rolls and jumps.</p>	<p><u>PE Session</u> Gymnastics-transfer skills taught previously onto the apparatus. Focus on pointed toes and fingers. Can we link movements together on the apparatus. Climbing AFrame- travelling over, under and through.</p>	<p><u>PE Session</u> Games-Explore space, direction and speed outdoors. Weave in and out of cones, avoiding obstacles. Aiming a ball/ quoit at a target. Throw and catch in the air individually. Use a bat and ball individually. Introducing team games- duck duck goose</p>	<p><u>PE Session</u> Games-Control of different sized balls using hands and feet. Throw and catch with a partner. Use a bat and ball with a partner. Dribble with control. Sports day preparation. Introducing team games using equipment- piggy in middle</p>
Literacy	<p><u>Topic launch-</u> classroom display of bears brought in from home. Family photographs displayed.</p> <p><u>Comprehension</u> Introduce weekly x2 sharing books for parents Drawing to represent story plot, characters/setting Describe a picture- point to the 1</p>	<p><u>Topic launch-</u>Trip to the theatre?? Colour puppet workshop</p> <p>-Fortnightly library visits</p> <p><u>Comprehension</u> Introduce purpose of non-fiction. Where will we find them? Simple story maps Author/title/blurb Increase vocab through picture description.</p> <p><u>Reading</u> ULS Phase 2/3</p>	<p><u>Topic launch-</u>Basket of cooking utensils and ingredients</p> <p><u>Comprehension</u> Talk4Writing- oral storytelling focus -story telling stones Use of the title page, contents, blurb What happened at the beg/mid/end?</p> <p><u>Reading</u> ULS Phase 3 -Introduce group reading</p>	<p><u>Topic launch-</u>Parcel has arrived from somebody very large!</p> <p><u>Comprehension</u> -Oral story telling- record helicopter stories using props revealed -Focus on setting, characters -Story mapping -Adapt the story by adding an additional prop/character</p> <p><u>Reading</u></p>	<p><u>Topic launch-</u> classroom display of old toys from home</p> <p><u>Comprehension</u> Non-fiction focus- use of the contents page and glossary</p> <p><u>Reading</u> ULS Phase 4 Phase 3 intervention group recap</p> <p>Recognise shop branding within the locality.</p>	<p><u>Topic launch-</u> classroom display of tropical fruit and African artefacts from home</p> <p><u>Comprehension</u> Comparison of text settings using pictures What if questioning.....</p> <p><u>Reading</u> ULS Phase 4 Intro-Phase 5 split digraphs intro</p>

	<p>and then 2 objects(baseline link)</p> <p><u>Reading</u> ULS Phase 1 oral blending group activities. ULS Phase 2 ULS Phonic set book focus 1:1 book sharing Initial sound matching</p> <p>Recognise shop branding within the locality.</p> <p><u>Writing</u> Black line drawing Initial sound to match a picture Chalk mark making Drawing- scribed children's comments Add meaning to marks within pictures</p>	<p>CVC focus Captions Introduce CEW tower</p> <p><u>Writing</u> CVC labels Firework descriptions- colour and sound Emergent writing using initial sounds to describe the picture</p>	<p>Simple sentences using phase 3 CEW</p> <p><u>Writing</u> Zig zag books Speech bubbles Helicopter story model</p>	<p>ULS Phase 3 and 4 Letter from the giant</p> <p><u>Writing</u> My bean diary- weekly update Story maps Captions to describe a picture My Giant is.....</p>	<p><u>Writing</u> Instructions to make a toy work Create a class book. Descriptive captions.</p>	<p><u>Writing</u> Story boards with speech bubbles I opened my door to find a.....</p>
<p><u>Maths</u></p> <p>Number Sense</p>	<p><u>Number</u> Subitise quantities to 3 Books 1 and 2</p> <p><u>Numerical Pattern</u> Sorting, comparing, matching amounts</p> <p><u>Shape & Space</u> Explore pattern Construction and 3D shapes Spatial reasoning Grouping by colour, size Matching pairs-socks etc Dress teddy puzzles</p>	<p><u>Number</u> Subitise quantities to 5 Books 3 and 4</p> <p>Making collections to represent numbers to 5</p> <p><u>Numerical Pattern</u> Compare numbers to 5 using one more/ less/ fewer</p> <p><u>Shape & Space</u> Spatial reasoning 2D shapes and shape puzzles</p>	<p><u>Number</u> Enumerating between 6 and 10 items Book 5</p> <p>Subitise to 6 Number bonds to 5</p> <p><u>Numerical Pattern</u> Compare numbers to 5 using one more/ less/ fewer</p> <p><u>Shape & Space</u> 3D puzzles Pattern</p>	<p><u>Number</u> Subitising within 10 Partitioning numbers 2,3 4,5 and 10 and number bonds for these numbers Books 6-10</p> <p><u>Numerical Pattern</u> Compare numbers to 10 using one more/ less/ fewer Verbally count beyond 20 Add tens frame to self registration</p> <p><u>Shape & Space</u> Symmetry</p>	<p><u>Number</u> Composition of numbers 6 to 9 Books 11 and 12</p> <p>Number bonds to 10</p> <p><u>Numerical Pattern</u> Comparison of numbers to 10 Patterns in numbers to 10 Book 13</p> <p>Odd and even numbers Doubles facts Verbally count beyond 20 Estimation jar</p>	<p><u>Number</u> Pictogram- fruit Number bonds to 10</p> <p><u>Numerical Pattern</u> Patterns in numbers to 10 Book 13</p> <p>Equal distribution of quantities Estimation jar continued</p> <p><u>Shape and Space</u> 3D shapes Pattern Spatial Reasoning - maps and plans</p>

				Spatial Reasoning	Shape & Space Measures	Measures
	Number blocks Series 1 Episodes 1-15		Number blocks Series 2 Episodes 1-15	Number blocks Series 3 Episodes 1-15	Number blocks Series 3 Episodes 16-30	Number blocks Series 4 Episodes 1-15
Mastery						
UW – Past and Present	<p>What is the difference between old and new? How have things changed over time? Explore different types of old and new bears –photos and artefacts - talk about what I can see. Make comparisons.</p>	<p>Who is an important person from a long time ago? Space link- People in history: Neil Armstrong Use photos/IT to research the first journey to the moon.</p> <p>How have things changed over time? The Christmas Tree- what did they put on the tree in Victorian times?</p>	<p>How have things changed over time? Make comparisons between houses today and in the past – Explore a range of photos and artefacts. Discuss London landmarks- focus on examples of Victorian, Tudor period houses.</p> <p>Peepo- my grandparents used.....to.....</p> <p>How did people manage without electricity? Know how houses differed in the past.</p>	<p>How do we change and grow over time? Explore first hand experience of life cycles- eg. Ourselves, Tadpoles, caterpillars</p> <p>Observe and respond. Record findings using a daily diary.</p> <p>Visit by a parent and baby / toddler. Discuss the needs of a baby in comparison to a 4yr old.</p>	<p>How have things changed over time? Talk about toys in the past using photos and physical artefacts.</p> <p>Explore a collection of toys from parents/grandparents at home.</p> <p>Know how their own toys differed from toys in the past.</p>	<p>How have things changed over time? Explore photos of old and new sailing vessels. Know how do they compare to the past? Share experience of boats the children have seen.</p> <p>Share the voyage of the first submarine.</p>
UW-People, Culture and Communities	<p>RE – Special Me</p> <p>All about me bag – start to find out about the children and their families</p> <p>Name members of my family. They are special to me because.....- drawing with scribed comments.</p> <p>Recognise how houses differ from their own. Compare and contrast different types of families and houses.</p> <p>Know the name of my school and town.</p>	<p>RE - Talk about how different people in our community celebrate - Christmas / Diwali, in the UK and around the world...use photos</p> <p>Special Clothes- headwear focus</p> <p>Introduce an atlas and globe- Name different countries around the UK</p> <p>Inter Faith Week- Talk about similarities and differences between religion and culture within the UK</p>	<p>RE – Talk about special places for people in the community, talk about different beliefs.</p> <p>Make simple comparisons. Find out about different types of houses around the world</p> <p>How do we stay safe around electricity? Explore images of rooms in the home. Identify potential dangers and how to stay safe.</p>	<p>RE-</p> <p>Dentist visit. Share how to keep your teeth healthy.</p>	<p>RE-People who help us in our community, special people</p> <p>Who are the people in our community that help to keep us safe?</p> <p>Explore different types of vehicles. How do they help to do a job?</p> <p>Explore different types of vehicles from different countries.</p>	<p>Make simple comparisons. Talk about similarities and differences between life in this country and other countries – Kenya / England-link to Jolurabi School.</p> <p>Name countries within the UK. Locate countries on a map.</p> <p>Understand ‘land’ and ‘sea’.</p> <p>How do we stay safe near water?</p> <p>RNLI visit</p>

	<p>BV Link- Who is the king of England? Know that England is our home country.</p> <p>Paddington Bear- what did he see during his visit to London? Share and discuss historic landmarks photo pack.</p> <p>Describe physical features.</p> <p>Know London is the capital city of England.</p>	<p>Draw pictures of sources of light.</p>				<p>Explore different types of uniforms. How do they help to do a job?</p>
<p>UW-The Natural World</p> <p><u>*Record daily weather</u></p>	<p>Understand seasonal changes that take place in Autumn and why.</p> <p>Explore collections of natural materials. Support grouping and classification. Comparing similarities and differences.</p> <p>Hedgehog check ins. Describe findings in relation to the environment.</p> <p>Where do bears live?</p> <p>Explore images of different types of bears. Make simple comparisons. Compare similarities and differences. Describe a preference.</p> <p>5 Senses- making porridge. Experiment with different flavours. Explore taste</p>	<p>Explore the idea of 'our world'. Understand the concept of a planet, and how earth fits within a solar system. Planet interactive display.</p> <p>Hedgehog- Find out about animals that hibernate / migrate</p> <p>Observational paintings of blackberries, sunflowers, leaves</p> <p>Understanding changing states of matter – gummy bear investigation</p> <p>Ask questions to find out more.</p> <p>Mud kitchen Leaves and autumn objects Mash ingredients together.</p>	<p>Understand seasonal changes that take place in Winter and why.</p> <p>Talk about collections of different types of materials. Explore through a hands on approach. Support grouping and sorting.</p> <p>GBMan- Understand changing states of matter – biscuit experiment. Describe findings.</p> <p>Know a structure needs to be strong to be able to float. GBMan launch. Explore how to make a structure stronger.</p> <p>Use a simple map – make a map of the gingerbread man's journey.</p> <p>Design and make for a purpose- how will GBMan get across the water?</p>	<p>Understand seasonal changes that take place in Spring and why.</p> <p>Understand key features of a plant. Draw pictures of plants, labelling parts using key vocab.</p> <p>Care for living things- plant a bean. Identify how to care for the bean to help it to grow.</p> <p>Describe how the environment differs to their own – giants castle /my house</p> <p>Find information from a simple map – help Jack find the giant's treasure.</p> <p>Describe human features of the landscape.</p> <p>Know food comes from plants and animals.</p>	<p>Explore how different toys work.</p> <p>Explore, and describe a range of products- toys according to the material they are made from. Describe a preference.</p> <p>Begin to name materials- wood, plastic, glass, metal.</p> <p>Describe materials using senses.</p> <p>Observe and talk about changes they notice- caterpillars in the classroom. How are they changing? What will happen next?</p> <p>Ask questions to find out more.</p>	<p>Understand seasonal changes that take place in Summer and why.</p> <p>Recognise similarities and differences between contrasting environments – hot and cold countries- Africa / Antarctica. Describe physical features.</p> <p>Lost&Found- Find information from a simple map.</p> <p>Introduce google earth using IWB</p> <p>Understanding changing states of matter – making smoothies</p> <p>Understand processes and change in the world around them –freezing and melting</p> <p>Mud kitchen Chocolate pots- how can we reverse melting?</p>

	<p>test- Which one do you prefer?</p> <p>Horse Chestnut tree- take photos of the tree through the seasons Plant bulbs in our garden.</p> <p><u>Mud kitchen</u>-metal utensils added. Harvest apples/ blackberries</p>		<p>Describe human features of the landscape.</p> <p>Where do real wolves live? Explore images of different types of wolves. Compare similarities and differences.</p> <p><u>Mud kitchen</u> Christmas / winter spices</p>	<p>How do we look after our bodies and teeth?</p> <p><u>Mud kitchen</u>-snipping and tearing fresh herbs</p>	<p>Junk models that move- Explore how to make a structure stronger.</p> <p><u>Mud kitchen</u> create recipes / fresh flowers /petals</p>	
	<p><u>Outdoor Classroom</u> Explore the outdoors – begin Outdoor Classroom sessions</p> <p>Describe what they see, hear and feel when outside.</p> <p>Know positional language.</p> <p>Explore seasonal plants – blackberries ad sunflowers. Make blackberry paint / collages</p> <p>Find out about spiders – linked to Incey Wincey Spider – make observations of spiders and webs living outside</p>	<p><u>Outdoor Classroom</u> Explore seasonal changes linked to Autumn using senses to describe.</p> <p>Make Autumn crown, make observations of leaves, leaf threading Find out about animals that hibernate. Make a hibernating home for a pom pom pet</p>	<p><u>Outdoor Classroom</u> Explore seasonal changes in relation to Winter Make bird feeders Make observations of bare trees</p> <p>Use natural materials to create a stick house for the 3 little pigs</p>	<p><u>Outdoor Classroom</u> Recognise the effect of the changing seasons – focus on Spring.</p> <p>Observe blossom growing, find out about birds nest - make a nest using natural materials</p> <p>Draw pictures of plants and animals – daffodils, tulips, life cycle of a frog</p> <p>Use our senses to make a spring potion</p> <p>Plant our collected sunflower seeds on the field</p>	<p><u>Outdoor Classroom</u> Find out about the life cycle of a dandelion and a butterfly.</p> <p>Make symmetrical butterflies using natural materials</p> <p>Minibeasts- where is the best place to look for worms – why?</p> <p>Use bug pots and magnifiers to make close observations of minibeasts around the field and in the outdoor classroom. Find out about habitats</p>	<p><u>Outdoor Classroom</u> Make observations of plants and minibeasts</p> <p>Follow a map of the outdoor classroom.</p> <p>Parents share session</p> <p>Design and make for a purpose- large 3D structures. Den building?</p>

<p>Extra Outdoor Classroom activities</p>	<p>Use peelers on carrots and then sticks</p> <p>Use secateurs to cut sticks to size to make stick man</p> <p>Collect snappy wood for the fire</p> <p>Fire – popcorn and marshmallows</p>		<p>Use sheath knife to peel carrots then sticks</p> <p>Introduction to knot tying-make a raft for the gingerbread man</p> <p>Collect snappy wood for the fire and cut larger branches using secateurs</p> <p>Fire – hot cross buns</p>		<p>Story – Not a stick –</p> <p>Use a bow saw and tie string on the cut wood to make a ‘dog log’</p> <p>Collect snappy wood for the fire and cut larger branches using loppers and secateurs.</p> <p>Use fire strikers</p> <p>Fire – savoury / fruit snacks</p>	
<p>ICT</p>	<p>Manipulate objects on screen using a mouse or touch pad -IWB within CProvision -Introduce 5 min timer Use a digital camera / ipad to take and share photos and videos.</p> <p>Light box- autumn leaves, colour mixing wands/shapes / tinsel and glitter</p>		<p>Follow rules and responsible use when using devices and the internet Internet Safety Day</p> <p>Introduce the Ipad magnifier</p> <p>Light box-</p>		<p>Control devices including floor robots Remote control car Using the Ipad independently</p> <p>Light box-</p>	
<p>EAD-Creating with Materials</p>	<p>Observe and draw a teddy brought in from home.</p> <p>2D shape focus- make a teddy</p> <p>Construct and assemble 3D shapes – Junk modelling - Fixings-introduce making and parcel tape.</p> <p>Manipulate and explore playdough-Metal utensils and markers</p> <p>Intro types of vehicles poster displayed in class</p>	<p>Paint in the style of Vincent Van Gogh- recreate sunflower paintings.</p> <p>Know that art comes in different forms. Demonstrate a preference for an art form.</p> <p>Use collected natural materials to create art work</p> <p>Experiment with lines, using dark and light- charcoal</p> <p>Construct and assemble 2D- Add Fixings-introduce pva glue</p> <p>Firework pictures using chalk and pastels. Name colours. Explore colour mixing of primary colours.</p>	<p>3D focus Use a range of materials and fixings independently to create a self-chosen outcome: Build something to help the Gingerbread Man cross the River</p> <p>Construct and assemble 3D- Use a range of fixings- introduce hole punch and treasury tags/split pins</p> <p>Manipulate and explore modelling salt dough/plastercine -biscuits/ cakes for the bakery/ own GBMan.</p>	<p>Observe and draw a range of fruits cut in half.</p> <p>Observe and draw a blossom branch from the trees.</p> <p>Relief printing – leaves and fruit</p> <p>Paint in the style of Giuseppe Arcimboldo- recreate the painting using vegetables.</p> <p>Demonstrate a preference for an art form.</p> <p>Experiment with brush strokes of different sizes.</p> <p>Manipulate and explore modelling of clay. Open ended explore using a range of tools.</p>	<p>Explore decorating textiles – create your own sock puppet. Attach a range of beads, buttons, braids etc.</p> <p>Explore simple weaving technique.</p> <p>Construct and assemble for a purpose. Extend use of fixings-introduce stapler. Launch-junk modelling Model attaching 3D to 3D.</p>	<p>Observe and draw of wooden artefacts.</p> <p>Make a collage using a combination of different media- under the sea</p> <p>Artist visit- link to Health Week</p> <p>Paint in the style of Wassily Kandinsky- recreate circle symbol painting.</p>

		Outdoor construction- model use of planks/ bricks etc.				
EAD-Being Imaginative and Expressive	Fairy garden outside. Painting on an easel- My home and my family	-Preparing for the Whole School Performance Explore colour mixing – Autumn colours –green, orange, brown	Make your own story spoon character. Introduce table top easels	My own giant- pastels Introduce colour mixing with powder paint.	Sewing- finger puppets design and create	-Preparing for the Whole School Performance
	Role play-house -Incorporate china cups, metal spoons, real tins of food. <u>Music-</u> Music Express- Welcome songs- e.g. How do you do? -Teddy rhymes- Bounce Copy me- match the instrument -Singing focus	Role play-dressing up -Incorporate open ended material/hat props <u>Music-</u> Sparkyard intro -Naming instruments -Tap/scrape/pluck/shake -Keeping a beat in response to the music Keep a steady beat. Sing and perform songs by using expression, tone and pitch Sorting instruments according to how they can be played.	Role play-Bakery -Incorporate different types of real bread <u>Music-</u> Discuss music in relation to feelings Move in response to the music Perform with a partner. Discuss how sounds can be changed using instruments	Role play-Florist? <u>Music-</u> Pitch and tone using our voices. Sing and perform songs for the Easter Service. Music appreciation. Share live performances.	Role play-Toy makers <u>Music-</u> Sing a range of songs unknown to them previously Perform to others Move in time to the music Music appreciation- I can hear a.....	Role play-Ice cream/lolly shop Healthy eating café <u>Music-</u> Create a performance as a small group Perform to the class Perform as a group. Musical stories. Link to literacy. Design and make your own musical instrument, from examples of multi- cultural instruments