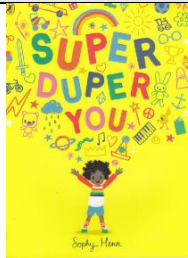
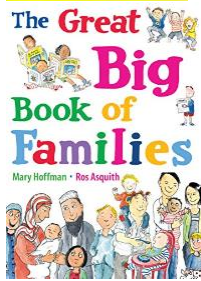
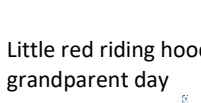

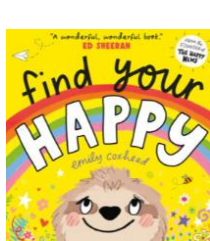
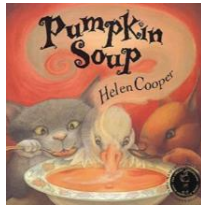
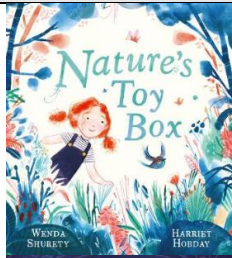
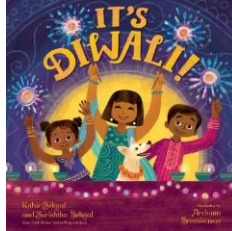
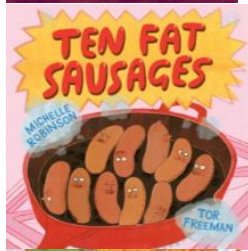
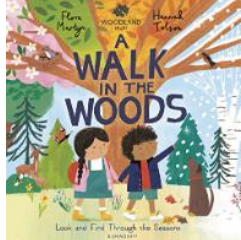
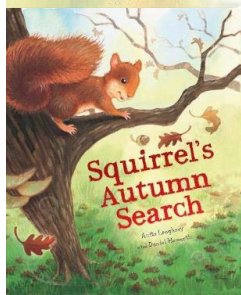
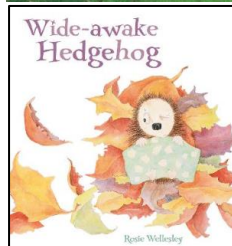
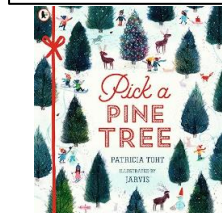
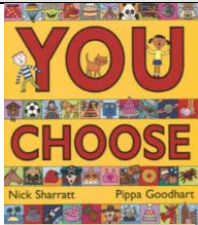
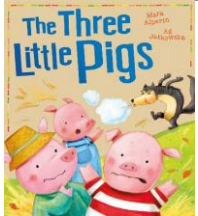

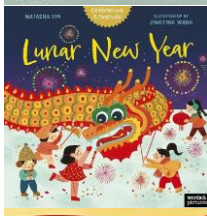
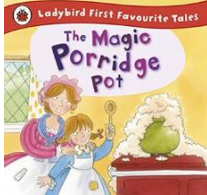

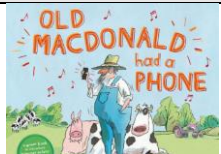
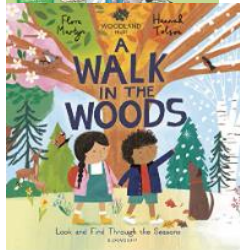
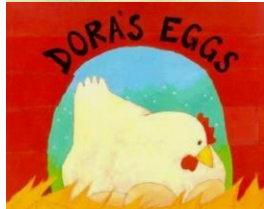


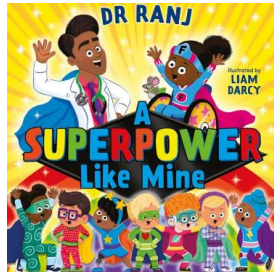
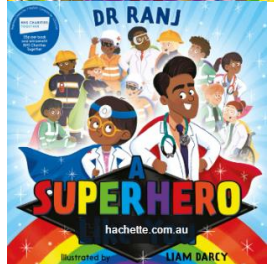
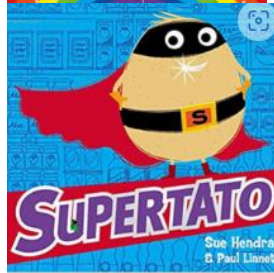
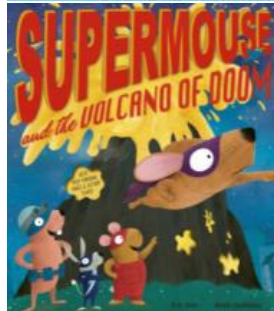
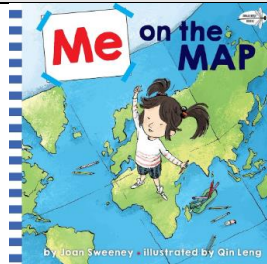

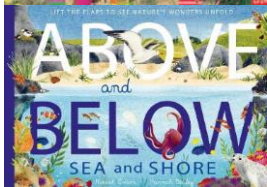

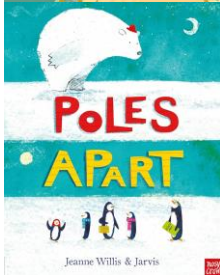


Chaucer Infant and Nursery School – Reception Long Term Plan 2024-25







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical me	Nature's treasure box	Tell me a story	Circle of life	Search for a hero 2025 – swap Su1 and Su2 over due to weeks	Wonderful world
Key Texts	<div>     </div> <div>-Heads, shoulders knees and toes -Rainbow song -All about my emotions -I like being me song -Everyone is special song -I'm a little teapot -Five fat sausages</div>	<div>      </div> <div>-Nursery rhyme week – TBC -It's raining, it's pouring -I'm a little hedgehog -It's Diwali -We wish you a Merry Christmas</div> <div>Nativity story</div>	<div>     </div> <div>-This little piggy went to market -I went to the animal fair -The animals went in two by two -The bear went over the mountain -Chinese New Year rhyme</div>	<div>    </div> <div>-Old Macdonald had a farm -Hickety Pickety -One man went to mow -Baa Baa black sheep -Did you ever see a bunny?</div>	<div>   </div> <div>-10 little firefighters -5 little monkeys -I'm a little superhero - Superheroes unite (Koo Koo kangaroo) -Doctor Foster -Superhero song -One potato, two potato</div>	<div>     </div> <div>-The House that Jack Built -There's a hole in the bottom of the sea -When I was one, I sucked my thumb -The big ship sails -Clean up song -Sleeping lions -5 Little Polar bears</div>



<b>Additional Event(s)</b>	<u>International Dot Day</u> 15 <sup>th</sup> September Grandparents Day – 2 <sup>nd</sup> Oct First day of Autumn – 23 <sup>rd</sup> September	Bonfire Night - 5.11.2023 Remembrance Day - 11.11.2023 Diwali- 12.11.2023 Nursery Rhyme Week 13 <sup>th</sup> – 19 <sup>th</sup> November November Children In Need 17 <sup>th</sup> November Anti-bullying week 11-15 November	Chinese New Year- 10.2.2024 Valentine’s Day- 14.2.2024 RSPB's Big Schools' Birdwatch 8 <sup>th</sup> Jan – 23 <sup>rd</sup> Feb <u>Penguin Awareness Day</u> 20 <sup>th</sup> January Shrove Tuesday 13 <sup>th</sup> February	World Book Day – 2.3.2024 British Science Week - WC 8.3.2024 Mother’s Day – 10.3.2024 Red Nose Day- 17.3.2024 Easter – 31.3.2024	Aspiration week? Space Day – 3 <sup>rd</sup> May <u>Mental Health Awareness Week</u> - May 9 - May 15	World Oceans Day- 8.6.2024 Healthy Eating Week – WC 10.6.2024 Father’s Day - 16.6.2024 Children’s art week (end of June)  Celebrations of the year (picnics, transition)
<b>Parent Partnership</b>	Grandparents Day	Christmas craft activity session Christmas play	Invite parents in to share stories	Mini beast/planting day Book café - WBD	Invite parents in to talk about their jobs/aspirations	Under the sea themed day
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Learn an increasing range of new vocabulary</li> <li>Use complete sentences in everyday talk</li> <li>Develop social phrases e.g. daily routines</li> <li>Engage in story times (increasing range of books)</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Engage in a range of non-fiction books</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them – who, where, when, how?</li> <li>Use new vocabulary in context</li> <li>Use a range of sentence starters</li> <li>Describe events in some details</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Learn an increasing range of rhymes, poems and songs</li> <li>Listen to and talk about selected non-fiction</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them – why, how do you know?</li> <li>Use new vocabulary in different contexts</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Retell stories, some as exact repetition and some in their own words</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual – history, likes, dislikes, family members, history and culture</li> <li>Listen to each other as well as the staff and follow simple instructions</li> <li>Identify and describe a range of feelings</li> <li>Recognise personal achievements</li> <li>Use strategies for staying calm when frustrated, know why we take turns, wait politely, tidy up, etc</li> <li>Use stories to think about how different characters deal with challenges</li> <li>Manage own personal hygiene needs (hand washing/toileting)</li> <li>Follow simple instructions</li> </ul>		<ul style="list-style-type: none"> <li>See themselves as a valuable individual – interests</li> <li>Share and cooperate with friends and other peers and listen to instructions with two or more parts</li> <li>Say how others are feeling based on their expressions and actions</li> <li>Reflect and self-evaluate own work and share with others</li> <li>Think about own and others’ feelings and give examples</li> <li>Use stories to think about how different characters deal with and overcome challenges</li> <li>Follow increasingly more complex instructions.</li> <li>Know and talk about the different factors that support health and well-being – regular physical activity, healthy eating, tooth brushing, good sleep routine</li> </ul>		<ul style="list-style-type: none"> <li>See themselves as a valuable individual – history and personal experiences</li> <li>Help, listen to and support each other and follow more complex instructions</li> <li>Talk about their opinions and show understanding of the feelings of others</li> <li>Develop problem solving skills, recognise that mistakes are an important part of learning, set and achieve own goals</li> <li>Recognise when behaviour is not acceptable and why it is important to respect rules and behave correctly towards others</li> <li>Explain to others how they thought about a problem or an emotion and how they dealt with it</li> <li>Know and talk about the different factors that support health and well-being – sensible amounts of screen time, safe travel in their local environment</li> </ul>	
<b>PSHE (PSHE Matters)</b>	<b>Exploring Emotions Relationships</b>	<b>Drug Education Money Matters</b>	<b>Growing Up Changes</b>	<b>Bullying Matters Being Me</b>	<b>Being Healthy Being Safe</b>	<b>Difference and Diversity Being Responsible</b>
<b>Physical Development –</b>	<b>Gross Motor:</b> P.E Speed and agility	<b>Gross Motor:</b> P.E Gymnastics	<b>Gross Motor:</b> PE Dance	<b>Gross Motor:</b> PE Body Management	<b>Gross Motor:</b> PE Manipulation and coordination	<b>Gross Motor:</b> PE Cooperate and solve problems
<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>Transfer gross motor movements to mark making on a large scale independently.</li> <li>Climb over, under and through obstacles.</li> <li>Climb stairs using alternate feet.</li> </ul>		<ul style="list-style-type: none"> <li>Move in a variety of ways (running, walking) with increasing control</li> <li>Move safely and with awareness of others.</li> <li>Climb, balance and dismount with safety and control.</li> </ul>		<ul style="list-style-type: none"> <li>Show strength, balance and coordination in movement</li> <li>Move in a variety of ways (jumping, skipping, hopping, balancing) with increasing control</li> <li>Pass, bat and aim a variety of balls with increasing control</li> </ul>	

	<ul style="list-style-type: none"> <li>Move large scale items with others</li> </ul>		<ul style="list-style-type: none"> <li>Increasing core strength</li> <li>Develop overall agility, coordination and balance</li> <li>Travel around space and obstacles safely</li> </ul>		<ul style="list-style-type: none"> <li>Throw, kick, pass and catch a variety of balls with increasing control</li> <li>Move with agility, coordination and balance</li> </ul>	
	<b>Fine Motor:</b> Squiggle and Funky Fingers <ul style="list-style-type: none"> <li>Show good pencil control when mark making and drawing</li> <li>Use cutlery and other one-handed equipment</li> <li>Use scissors using a thumb and four fingers making straight cuts</li> <li>Continue to show increasing control with dominant hand</li> <li>Good pencil grip- 4 finger grip moving towards 3 finger grasp</li> </ul> Roll dough into a sausage shape		<b>Fine Motor:</b> Dough Disco & Funky Fingers <ul style="list-style-type: none"> <li>Sit at a table to write</li> <li>Hold a pencil in tripod grip</li> <li>Use scissors using a thumb and finger making straight cuts into paper</li> <li>Roll a sausage shaped piece of dough into a coil</li> </ul>		<b>Fine Motor:</b> Dough Disco, Funky Fingers and Handwriting <ul style="list-style-type: none"> <li>Effective tripod pencil grip</li> <li>Use a range of tools e.g., pencils, paintbrushes</li> <li>Draw with accuracy</li> <li>Use scissors using a thumb and finger making angled cuts</li> <li>Roll dough into a ball</li> <li>Join dough shapes together.</li> </ul>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 3</b>	<b>Spring 4</b>	<b>Summer 5</b>	<b>Summer 6</b>
<b>Topic</b>	Names Labels	Lists Instruction writing	Captions Describing characters/settings Recipe	Diary Postcard	Letter Part of a story Recount	Leaflet Advert Short story
<b>Literacy - Writing</b>	<ul style="list-style-type: none"> <li>Form <b>some</b> lower-case and capital letters correctly</li> <li>Spell CVC words with an increasing number of phase 2 sounds</li> <li>Spell some sight words (is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be)</li> <li>Write labels</li> <li>Start to write simple captions</li> <li>Say a complete sentence orally</li> </ul>		<ul style="list-style-type: none"> <li>Form <b>most</b> lower-case and capital letters correctly using a tripod grip</li> <li>Spell CVC words with an increasing number of phase 3 sounds</li> <li>Spell more sight words (was, you, they, my, by, all, are, sure, pure)</li> <li>Write captions</li> <li>Write short sentences, starting to use finger spaces between words</li> <li>Read sentences back</li> </ul>		<ul style="list-style-type: none"> <li>Form <b>most</b> lower-case and some capital letters correctly with a <b>strong</b> tripod grip</li> <li>Spell CVCC/CCVC words that include phase 2 and 3 graphemes and make plausible phonetic attempts at longer words/ compound words</li> <li>Spelling of all tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today)</li> <li>Write sentences that can be read by self and others</li> <li>Re-read own writing to check it makes sense</li> </ul>	
<b>Literacy – Reading</b> Phonics - Little Wandle Letters and Sounds	<b>Phase 2 start Little Wandle from Wk 2 of the children starting</b> Week 1- s a t p Week 2- i n m d Week 3- g o c k (is) Week 4- ck e u r (I) Week 5- h b f l (the)	<b>Phase 2</b> Week 1- ff ll ss j (as) Week 2- v w x y (and has his her) Week 3- z zz qu ch (go no to into) Week 4- sh th ng nk (she he of) Week 5- -s/s/ -s/z/ (we me be)	<b>Phase 3</b> Week 1- ai ee igh oa Week 2- oo oo oar or (was you they) Week 3- ur ow oi ear (my by all) Week 4- air er double letters (are sure pure) Week 5- longer words	<b>Phase 3</b> Week 1- review phase 3 Week 2- review phase 3 Week 3- words with 2 or more digraphs Week 4- compound words -ing Week 5- s /z/ -s /z/ -es /z/	<b>Phase 4</b> Week 1- short vowels cvcc (said so have like) Week 2- short vowels cvcc ccvc (some come love do) Week 3- short vowels ccvcc cccvc cccvcc (were here little says) Week 4- longer words compound words (there when what one) Week 5- -ing -ed /t/ -ed /id/ ed/ -est (out today)	<b>Phase 4</b> Week 1- long vowels cvcc ccvc Week 2- long vowels ccvc cccvc ccv ccvcc Week 3- -s /s/ -s /z/ -es /z/ Week 4- -ing -ed /t/ -ed /id/ -ed /d/ Week 5- -er -est longer words
<b>Literacy – Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Retell key events in stories</li> <li>Say what has happened in stories so far</li> <li>Start to recall facts from non-fiction</li> </ul>		<ul style="list-style-type: none"> <li>Describe key events in stories in detail</li> <li>Say what might happen next in stories</li> <li>Recall facts from non-fiction</li> </ul>		<ul style="list-style-type: none"> <li>Retell simple stories</li> <li>Say what might happen next in stories, giving reasons</li> <li>Recall facts from a range of information sources</li> </ul>	
<b>Mathematics</b> Mastering Number + WRM WRM: Explore 3D shapes &	<ul style="list-style-type: none"> <li>Exploring number in songs and games – settling/baseline</li> <li>Subitising within 3.</li> <li>Focus on counting skills</li> </ul>	<ul style="list-style-type: none"> <li>Focus on counting skills.</li> <li>Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise within 5 focusing on die patterns.</li> <li>Match numerals to quantities within 5.</li> <li>Counting – focus on ordinality and</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the ‘staircase’ pattern and ordering numbers.</li> <li>Focus on ordering of numbers to 8.</li> <li>Use language of less than.</li> </ul>	<ul style="list-style-type: none"> <li>Counting – larger sets and things that cannot be seen.</li> <li>Subitising – to 6, including in structured arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise to 5</li> <li>Introduce the rekenrek</li> <li>Automatic recall of bonds to 5</li> <li>Composition of numbers to 10.</li> </ul>

Manipulate, compose and decompose	<ul style="list-style-type: none"> <li>Explore how all numbers are made of 1s.</li> <li>Focus on composition of 3 and 4.</li> <li>Subitise objects and sounds.</li> <li>Comparison of sets - 'just by looking'.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of sets - by matching.</li> <li>Use the language of comparison: more than, fewer than, an equal number.</li> <li>Explore the concept of 'whole' and 'part'.</li> <li>Focus on the composition of 3, 4 and 5.</li> <li>Practise object counting skills.</li> <li>Match numerals to quantities within 10.</li> <li>Verbal counting beyond 20.</li> <li>Name and compare circles and triangles. Describe position.</li> <li>Identify and name shapes with 4 sides.</li> <li>Compare size, mass and capacity.</li> <li>Explore, copy, continue and create simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>the 'staircase' pattern.</li> <li>See that each number is one more than the previous number.</li> <li>Focus on 5.</li> <li>Focus on 6 and 7 as '5 and a bit'.</li> <li>Compare sets and use language of comparison: more than, fewer than, an equal number to.</li> <li>Make unequal sets equal.</li> <li>Explore and compare length and height.</li> <li>Compare mass, find a balance and compare capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on 7.</li> <li>Doubles – explore how some numbers can be made with 2 equal parts.</li> <li>Sorting numbers according to attributes - odd and even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Composition – '5 and a bit'.</li> <li>Composition - of 10. Comparison – linked to ordinality.</li> <li>Play track games.</li> <li>Recognise and name 3D shapes</li> <li>Find 2D shapes in 3D shapes</li> <li>Use 3D shapes for tasks</li> <li>Select shapes for a purpose, rotate and manipulate shapes</li> <li>Explain shape arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of numbers to 10.</li> <li>Number patterns</li> <li>Counting</li> <li>Visualise, build and map – identify units of repeating patterns. Create and explore own pattern rules.</li> </ul>
Understanding the World	<p>I can talk about changes that have happened to me throughout my life.</p> <p>I am becoming more aware of the past linked to myself and my family and talk about how it has changed.</p> <p>I can talk about the members of my family.</p> <p>I can talk about the area I live, including the weather, etc.</p> <p>I can describe what I can see, hear and feel whilst outside-materials.</p> <p>Vocabulary: <i>Myself, family, special, change, grow, face, eyes, nose, mouth, eyebrow, eye lash, ears., hair. plastic, wood, metal, paper, hard, soft, similar, differences.</i></p> <p><b>Skills:</b> <i>Magnifying glass, compare, sort.</i></p>	<p>I can talk about how different people celebrate special times e.g. Diwali, Christmas.</p> <p>I can describe what I can see, hear and feel outside.</p> <p>I notice the changes happening outside (seasons).</p> <p>Explore the natural world around them – sing songs and join in with rhymes and poems about autumn</p> <p>Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in autumn</p> <p>Vocabulary: <i>seasons, Spring, Summer, Autumn, Winter, wind, weather, cold, rain, falling leaves, change of colours, pine cone, acorn, conker</i></p> <p><b>Skills:</b> <i>explore, record.</i></p>	<p>I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays, etc.</p> <p>I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts – through fairy tales.</p> <p>I can talk about the weather linked to seasonal change of Winter.</p> <p>Vocabulary: <i>Seasons, Spring, Summer, Autumn, Winter, weather, change, snow, ice, hail, cold, past, long ago, now, old, museum, similar, differences, new, yesterday, today, day, tomorrow, life time, before, after.</i></p> <p><b>Skills:</b> <i>look closely, ask questions, find out</i></p>	<p>I can describe animals and plants (both from photos and real-life experiences).</p> <p>I can talk about the weather linked to seasonal change and I can notice changes I see.</p> <p>I understand that some places are special to members of their community – e.g. Church at Easter.</p> <p>Vocabulary: <i>Seasons, Spring, Summer, Autumn, Winter, weather, change, Farm, life cycle, bird, chick, hatchling, feather</i></p> <p><b>Skills:</b> <i>observe, look closely, compare, similar, different, record.</i></p>	<p>Talk about members of the local community.</p> <p>Show interests in different occupations.</p> <p>Name and describe people who are familiar to them - community figures.</p> <p>Compare and contrast characters from stories related to people who help us / jobs.</p> <p>I can talk about some members of my community (teachers, shop workers, police etc).</p> <p>Vocabulary: <i>police, nurse, fire fighter, doctor, dentist, nurse, vet, teacher, day, future.</i></p> <p><b>Skills:</b> <i>watch, feel, smell, listen, ask questions, find out, record, magnifying glass.</i></p>	<p>I can draw information from a simple map.</p> <p>Draw information from a simple map – what road, village, etc is your house on/in? Look at aerial photographs of Ilkeston– can you find the school/your house?</p> <p>I can describe my own environment and local area.</p> <p>I can describe another environment e.g. seaside, a different country.</p> <p>Contrast old and new – seaside</p> <p>I can talk about the past e.g. seaside and how it has changed.</p> <p>Vocabulary: <i>Map, river, hill, house, school, church, roundabout, bridge, street, shop, Seasons, spring, summer, Autumn, Winter, weather, fish, warm, sun, past, long ago, now, old, museum, similar, differences, new, seaside, beach, coast, sea, ocean.</i></p>
Planned Vocabulary and skills to revisit.						

						<i>Skills: observe, compare, similar, different, group.</i>
<b>Religious Education</b> Derbyshire and Derby City Agreed Syllabus 2020-2025	<b>F1 - Which stories are special and why?</b> <ul style="list-style-type: none"> <li>Talk about some religious stories</li> <li>Recognise some religious words, e.g. about God</li> <li>Identify some of their own feelings in the stories they hear</li> <li>Identify a sacred text e.g. Bible, Qur'an</li> <li>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul> <p><b>Vocabulary:</b> Story, book, bible, Koran God, Jesus, teacher, Christian, Muslim, Islam, Sacred, special promise.</p>	<b>F2 - Which people are special and why?</b> <ul style="list-style-type: none"> <li>Talk about people who are special to them</li> <li>Say what makes their family and friends special to them</li> <li>Identify some of the qualities of a good friend</li> <li>Reflect on the question 'Am I a good friend?'</li> <li>Recall and talk about stories of Jesus as a friend to others</li> <li>Recall stories about special people in other religions and talk about what we can learn from them.</li> </ul> <p><b>Vocabulary:</b> Family, friends, caring, helping healing (names of specific special people).</p>	<b>F3 - Which places are special and why?</b> <ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why</li> <li>Be aware that some religious people have places which have special meaning for them</li> <li>Talk about the things that are special and valued in a place of worship</li> <li>Identify some significant features of sacred places</li> <li>Recognise a place of worship</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul> <p><b>Vocabulary:</b> Church, Chapel, temple, mosque, worship, holy, pray, worship, respect, believe, sing, hymn.</p>	<b>F4 - Which times are special and why?</b> <ul style="list-style-type: none"> <li>Give examples of special occasions and suggest features of a good celebration</li> <li>Recall simple stories connected with Christmas/ Easter and a festival from another faith</li> <li>Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul> <p><b>Vocabulary:</b> Festival, Celebration, Easter, Christmas, Diwali, Wedding, Christening, baptism, faith.</p>	<b>F5 - Where do we belong?</b> <ul style="list-style-type: none"> <li>Re-tell religious stories making connections with personal experiences</li> <li>Share and record occasions when things have happened in their lives that made them feel special</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>Additional opportunity if you have children from religions other than Christianity in your setting</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul> <p><b>Vocabulary:</b> Belonging, love, care, respect, unique, welcoming, Hinduism, signs and symbols, cross, star, moon, crescent, Om, group, dedication, welcoming.</p>	<b>F6 - What is special about our world and why?</b> <ul style="list-style-type: none"> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>Re-tell stories, talking about what they say about the world, God, human beings</li> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> <li>Express ideas about how to look after animals and plants</li> <li>Talk about what people do to mess up the world and what they do to look after it.</li> </ul> <p><b>Vocabulary:</b> World, creation, wonder, natural, animals, plants, caring, beginning.</p>
<b>Expressive Arts and Design</b>	<b>DRAWING</b> Look at portraits by a range of famous artists. Draw self / family portraits	<b>NATURE COLLAGE</b> Use natural materials to create collaborative transient art (Goldsworthy)	<b>PRINTING</b> Printing with different textures. Use different printing resources to create a story background.	<b>PAINTING</b> Mix colours to produce a chick. Add detail.	<b>COLLAGE</b> Look at images of cities – tall towers Create a 'sky' background for a city. Add silhouette in front of city background.	<b>3D / SCULPTURE</b> Use a variety of materials (including dough) and joining techniques to build models of sea creatures.
	<ul style="list-style-type: none"> <li>Select own resources</li> <li>Tell others about my artwork and signal key parts e.g. mouth, eyes etc.</li> <li>Use a variety of one handed tools e.g. paintbrush</li> <li>Explore a range of materials and textures</li> <li>Draw with increasing control and detail</li> <li>Combine different techniques</li> </ul>		<ul style="list-style-type: none"> <li>Mix primary colours</li> <li>Talk about my artwork and ideas linked to some of the materials/ techniques</li> <li>Use scissors and one handed tools effectively, safely and with more accuracy</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to present them.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Mix a range of primary colours and shades.</li> <li>Join materials using a variety of techniques</li> </ul>	
<b>Music</b> Charanga	 <b>ME!</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> </ul>	 <b>MY STORIES</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> </ul>	 <b>EVERYONE</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> </ul>	 <b>OUR WORLD</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> </ul>	 <b>BIG BEAR FUNK</b> <ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> </ul>	 <b>REFLECT, REWIND AND REPLAY</b> <ul style="list-style-type: none"> <li>Listen and Appraise</li> <li>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> </ul>



