Derwent & Southill Reception Classes Long Term Plan
Year B

Reception Long Term Plan – (Year B)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Early Learning Goals	**Marvellous Me** Marvellous Me Day followed by campfire	**All Creatures Great and Small** Safari Stu/Animal/Owl man £	**Out of this World** Indoor mobile planetarium £PTA	**Brilliant Buildings** Construction Day/ Forest Den Building	**Let's Move** Shuttleworth £	**In the Garden** Garden Party
		7.6 Weeks	7 Weeks	5.8 Weeks	5 Weeks	5.8 Weeks	7 Weeks
Books for Topic		Skeleton Hiccups- Margery Cuyler Funny Bones – Allan & Janet Ahlberg Owl Babies – Martin Waddell Super Duper You! - Sophy Henn Parts - Tedd Arnold All the Nonsense in my Teeth - Mike Henson & Barbara Bakos Mixed – Arree Chung Rainbowsaurus - Steve Anthony	The Owl who was Afraid of the Dark – Jill Tomlinson The Cat and the Rat and the Hat – Em Lynas Tad - Benji Davies Animal Strike At The Zoo It's True – Karma Wilson Tyrannosaurus Drip –Julia Donaldson & David Roberts Polar Bear Island – Lindsay Bonilla Little Robin Red Vest – Jan Fearnley	Martha Maps It Out - Leigh Hodgkinson The Marvellous Moon Map - Teresa Heapy & David Litchfield Here we are Look Up! - by Nathan Bryon The Dark - Lemony Snicket Aliens Love Underpants – Claire Freedman	In Every House, on Every Street – Jess Hitchman Iggy Peck, Architect - Andrea Beaty The Tallest Tree House - Elly MacKay What We'll Build – Oliver Jeffers Boxitects Hardcover – Kim Smith	The Couch Potato - Jory John & Pete Oswald Mr Gumpy's Motor Car -John Birningham The Hundred Decker Bus - Mike Smith The Lost Property Office - Emily Rand Mrs Armitage on Wheels -Quentin Blake You Can't Let an Elephant Drive a Bus Captain Duck by Jez Alborough	The Gigantic Turnip - Aleksei Tolstoy & Niamh Sharkey Jack and the Jelly Bean Stalk – Rachel Mortimer Oliver's Vegetables - Vivian French & Alison Bartlett The Extraordinary Gardener - Sam Broughton Meet the Weather – Caryl Hart and Bethan Woollvin Pattan's Pumpkin-Chitra Soundar & Frane Lessac
Communication and Language	Listening, Attention and Understanding	Getting to know you activities Practise good sitting and listening skills using STARs Listen to a range of stories Circle time - sharing familiar experiences Understand and answer why questions Sing songs and nursery rhymes Speak in full sentences Share opinions – I like/dislike Daily Talk Partners Take part in Sharing Assemblies	Settling in activities Listening more carefully Carpet time: sit for longer periods of time Learn and use new vocabulary Story time: listen and respond Speak in full sentences Understand and respond to questions Learn songs and nursery rhymes Share opinions Daily Talk Partners Take part in Christmas Production	Listen to and follow instructions with growing confidence Ask 'how' and 'why' questions to find out more and check they understand what has been said to them Learn and use new vocabulary Retell stories Describe events in detail Expand sentences with connectives Learn song, poems and nursery rhymes Daily Talk Partners Take part in Sharing Assemblies	Listen to stories without props or pictures Listen to a range of non-fiction books Retell an event using time connectives Use talk to explain thinking and make predictions Learn and use new vocabulary Use different tenses Daily Talk Partners Take part in Sharing Assemblies	Follow complex instructions Listen to and comment on non-fiction books Continue to learn and use new vocabulary Form and express opinions based on what has been read to them – relating it to their own lives Daily Talk Partners Take part in Sharing Assemblies	Articulate ideas and thoughts in well-formed sentences Offer explanations for why things might happen, using recently introduced vocabulary Use new vocabulary in different contexts Daily Talk Partners Take part in Sharing Assemblies
	Speaking	Getting to know you activities Practise good sitting and listening skills using STARs Listen to a range of stories Circle time - sharing familiar experiences Understand and answer why questions Sing songs and nursery rhymes Speak in full sentences Share opinions – I like/dislike Daily Talk Partners Take part in Sharing Assemblies	Settling in activities Listening more carefully Carpet time: sit for longer periods of time Learn and use new vocabulary Story time: listen and respond Speak in full sentences Understand and respond to questions Learn songs and nursery rhymes Share opinions Daily Talk Partners Take part in Christmas Production	Listen to and follow instructions with growing confidence Ask 'how' and 'why' questions to find out more and check they understand what has been said to them Learn and use new vocabulary Retell stories Describe events in detail Expand sentences with connectives Learn song, poems and nursery rhymes Daily Talk Partners Take part in Sharing Assemblies	Listen to stories without props or pictures Listen to a range of non-fiction books Retell an event using time connectives Use talk to explain thinking and make predictions Learn and use new vocabulary Use different tenses Daily Talk Partners Take part in Sharing Assemblies	Follow complex instructions Listen to and comment on non-fiction books Continue to learn and use new vocabulary Form and express opinions based on what has been read to them – relating it to their own lives Daily Talk Partners Take part in Sharing Assemblies	Articulate ideas and thoughts in well-formed sentences Offer explanations for why things might happen, using recently introduced vocabulary Use new vocabulary in different contexts Daily Talk Partners Take part in Sharing Assemblies
Physical Development	Gross Motor Skills	Changing for PE Moving around safely (lining up and queuing) Navigating obstacle courses Join in with 'Gymnastics' PE lessons where children will learn to move and balance Daily movement breaks.	Changing for PE Moving around safely Navigating obstacle courses and outdoor large construction (crates and planks) – climbing and balancing Join in with 'Dance' PE lessons where children will learn a class dance linked to dinosaurs. Daily movement breaks.	Changing for PE Moving around safely Navigating obstacle courses - travelling with skill under, over, through and around equipment Join in with 'Best of Balls' in PE lessons and will learn different things to do with a ball (including controlling, rolling, throwing, bouncing, kicking and catching a ball Daily movement breaks.	Changing for PE Moving around safely Navigating obstacle courses and negotiate space successfully, adjusting speed and changing direction to avoid obstacles Join in confidently with 'Dance Til You Drop' PE lessons and will build up a repertoire of songs and simple dances Daily movement breaks.	Changing for PE Moving around safely Navigating obstacle courses Develop over-all body strength, co-ordination, balance and agility and apply in a range of activities Join in with 'Jumping Jacks and Rock and Roll' PE lessons where children will learn all about jumping, rolling and balancing Daily movement breaks.	Changing for PE Moving around safely Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination Join in with 'The Olympics' PE lessons where children will practise a range of skills, using some small equipment (including throwing, running and jumping in a range of ways) Daily movement breaks. Sport's Day.
	Fine Motor Skills	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Mark making Able to hold a pencil with thumb and have some control Introduce mouse control when working on laptops Begin to teach letter formation Support at lunch to use cutlery	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough. Lego, mobilo etc.) Mark making Show preference for dominant hand Develop small motor skills: beginning to apply more pressure on paper to print Use paintbrushes Use pencils for writing and drawing Continue to teach letter formation Increased confidence using cutlery at lunchtime	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Mark making Handle tools, objects, construction and malleable materials with increasing control Use scissors Continue to accurately write more letters and numbers, holding a pencil with greater confidence Begin to colour inside the lines of a picture Increased mouse control when working on laptops Use cutlery at lunchtime mostly independently	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego. mobilo etc.) Mark making Hold a pencil effectively with a comfortable grip and form recognisable letters and numbers (most correctly formed) Follow a line when cutting and have increase control over the scissors	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Mark making Continue to develop pencil grip and letter formation Increased accuracy when drawing Cut along a straight line with scissors Have increasing control when cutting along a curved line	Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, Lego, mobilo etc.) Form letters correctly (lower case and capital letters) Draw pictures that are recognisable Colour inside the lines of a picture with confidence Confident mouse control when working on laptops

Personal, Social and Emotional Development	Self-Regulation	Support good social skills (sharing/turn taking/kindness) Class rules and routines Support children to develop good personal hygiene (including oral hygiene and healthy eating during snack times) Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing) Develop a sense of belonging Managing feelings Understanding the feelings of others	Support children to develop good personal hygiene Healthy Eating – snack time Building relationships Making friends Managing Feelings Resolving conflict Learn how to look after different animals, what they need to eat and stay heathy. Compare to own needs Anti-Bullying Week ?	Support children to develop good personal hygiene Healthy Eating – snack time Understanding feelings Self-awareness and self-confidence Celebrating differences Developing resilience	Support children to develop good personal hygiene Healthy Eating – snack time Self-confidence and self-awareness Setting and planning to reach a goal Understanding strengths and areas for development Perseverance Resilience	Support children to develop good personal hygiene Healthy Eating – snack time Use resources to explain the importance of the different aspects of a healthy lifestyle, differentiating healthy foods and treat foods and understanding how mini beasts help to make our food grow Use resources to explain the importance of sun safety Building relationships Understanding feelings and the feelings of others Managing feelings/staying calm Making choices and working co-operatively with others Perseverance Resilience	Support children to develop good personal hygiene Healthy Eating – snack time Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing) Use resources to explain the importance of water safety Managing feelings associated with change Self-awareness and confidence– reflecting on how far we have come Resolving disagreements Perseverance Resilience
	Managing self	Becomes more aware that actions and words can hurt other people's feelings. Able to take turns with other children and share resources. Lines up quietly. Children will understand that it is okay to have any feeling but that it is not okay to behave in any way that they like for example: hurting others. Children know some ways to calm themselves down when they feel scared or upset. Children are aware of the Golden Rules. Children ask to go to the toilet and do so independently. Learn about our teeth and why we have to brush them. Zipping coat.	Children understand and are excited about the rewards for making the right choices – Class Dojo. Children can explain when they, or other people, are feeling angry; they can express their feelings when they are angry. Children can think of ways to make themselves feel better when they are angry. Children are able to independently dress themselves.	Children are able to negotiate and solve problems without aggressions, for example when someone has taken their toy or pushed in front of them in the line.	Children have a good understanding that their actions affect other people, for example, they become upset or try to comfort another child when they realise they have upset them. Children can stand up for their own needs and rights without hurting others.	Children are able to adjust their behaviour and take changes in their routine in their stride. Children learn the importance of stopping and thinking before acting. Children can explain how it feels when things are unfair. Children can describe how they feel if they are missing someone or have lost someone or something they care about. Children can describe how they can make themselves feel better when this happens. Children look at different food types and what a healthy plate looks like. Children look at how moving keeps us healthy.	Children know some ways that they can manage their feelings and are beginning to use these to maintain control. Children know when and how to stand up for themselves appropriately. Children understand that sometimes when people are not very nice to them it is because they do not feel good on the inside. Smile Month – focus on dental hygiene.
	Building relationships	Playing with children in child-led activities. Making independent choices on what activity to do and which children to do it with. Taking turns in play and in conversations. Responding to questions from adults and other children. Children will know that people in their class have similarities and differences to themselves. Children know how to be kind to people who are new or to people who are visiting the classroom.	Children initiate conversations about their own interests and experiences. Children explain their own knowledge and understanding – show and tell. Children are able to speak different children other than special friends and are given the opportunity to do this. Anti-Bullying Week. Children know what bullying is and what to do if they feel like they are being bullied. Children can work in a group with other children; they can take turns when playing games. Children can wait their turn and share. Children can make up when they have a falling out with other children They can think of ways to sort something out disagreements.	Children are able to take steps to resolve conflicts without adult intervention, making compromises and sharing. Children are able to understand what other children have said and respond appropriately with comments or questions.	Children play cooperatively, taking turns with others. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Solving problems (ongoing)	Children will look at the work they completed for anti-bullying week and try to remember what we learnt. Recap on what bullying is and why it is unacceptable behaviour. Solving problems (ongoing)	Children play group games with rules. Children understand that someone else's point of view can be different to their own. Building on Spring 1 when looking at compromises, children are able to resolve minor disagreements through listening to each other and come up with a fair solution. Solving problems (ongoing)
	Comprehension	Listen to and join in with nursery rhymes and phrases from familiar stories Experience and use new vocabulary Understand print carries meaning and how to handle and read books Discuss books we have read and talk about our ideas (including wordless books) Talk about characters and events in a story (Big Reading text and story time)	Listen to a story and make predictions. Talk about features of a story – characters, setting, events and make links to own life experiences Respond to 'who, where, what and when' questions linked to text Learn about story sequencing – beginning, middle, end	Discuss key events and characters in a story and make predictions using text, illustrations and title. Retell a story Use story mapping Use adjectives to describe a character or setting Begin to introduce elements of VIPERS Understand the structure of a non-fiction book is different to a fiction book	Talk about our ideas Describe events, characters, settings in a story Retell stories in the correct sequence Say how we feel about stories and poems, what parts of the story we liked or disliked; identify favourite characters, events, or settings and say why. Independently access the features of a non-fiction book. Develop own narratives and explanations by connecting ideas and events Continue to develop VIPERS skills	Correctly sequence a story or event using pictures and/or captions. Predict or respond to questions about 'how' and 'why' something is happening in a text. Begin to understand the difference between different types of texts (fiction, nonfiction, poetry) Continue to develop VIPERS skills	Retell the main events of a text in the correct sequence, using own words and include new vocabulary Use developing VIPERS skills to answer questions about a text Identify features of a book and their purpose: front cover, title, back cover, blurb, illustration, illustrator, author. Listen to stories, accurately anticipating key events and respond to what is heard with relevant comments, questions and reactions

Literacy	Word Reading	Level 1 and 2 sounds Shared reading Individual reading (when ready) Hear general sound discrimination and be able to orally blend and segment Hear and say the initial sounds in words Begin to decode VC and CVC words Introduce Level 2 HFW and CEW (common exception words) Introduce terminology: phoneme, grapheme, digraph	Level 2/3 sounds Shared reading individual reading (when ready) Blending phase 2 sounds to read simple words, captions and sentences Tracking words with reading finger Using sound buttons to support blending skills Read back to check understanding Read HFW and CEW (Level 2and 3)	Level 3 sounds Shared reading Individual reading Begin to identify and understand some punctuation marks Using a reading finger to track Decode phase 2 and 3 words to read simple captions and sentences Read HFW and CEW (Level 3) Read two-syllable words Read back to check understanding	Level 3 sounds Shared Reading Individual Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Read HFW and CEW (Level 3) Read multi-syllabic words Read compound words Read back to check understanding	Level 4 sounds Shared Reading Individual Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences Read HFW and CEW (Level 3 and 4) Read multi-syllabic words Read compound words Read words with adjacent consonants Read back to check understanding Begin to use expression when reading	Level 4 sounds Shared Reading Individual Reading Using a reading finger to track Decode words made up of known letter-sound correspondences to read simple captions and sentences independently Read some HFW fluently Introduce Level 5 for transition into Year 1
	Writing	Give meaning to marks Understand that thoughts and stories can be written down. Name writing, Writing initial sounds Letter formation for sounds covered Writing lists, labels and captions	Understand phoneme/grapheme relationship. Use some recognisable letters and own symbols when writing independently Write letters and strings, sometimes in clusters like words. Orally compose a sentence and hold it in memory before attempting to write it Write labels, captions and simple sentences using our senses	Write from left to right and top to bottom. Continue to form recognisable letters Write VC and CVC words independently using Level 2 and some Level 3 graphemes Write labels, captions and sentences linked to focus texts Create story maps Use some HFW when writing Use capital letters, finger spaces and full stops. Extend sentences using 'and' Use adjectives in writing	Spell to write VC, CVC and CVCC words independently using Level 2 and Level 3 graphemes. Use capital letters, finger spaces, writing on the line, full stop, read back to check for sense Improve sentences with adjectives Introduce writing different text forms for different purposes	Spell words using knowledge of known GPCs Make phonetically plausible attempts when writing more complex unknown words. Writing sentences and stories linked to focus books Use capital letters, finger spaces, writing on the line, full stop, read back to check for sense Non-fiction writing	Independently write sentences and stories linked to focus books Write a simple narrative in short sentences with known GPCs Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written) Make phonetically plausible attempts when writing more complex unknown words Spell some CEWs correctly
Maths	Number	Counting to 10 using correct number words in sequence One to one correspondence to 5 using concrete objects Perceptual subitising to 5 using structured layouts (fingers, dice frames, 5s frames) and random arrangements. Starting to understand the last number counted gives the total so far for numbers to 5 Understanding more than and less than/fewer with groups of concrete objects to five Identifying parts and wholes with concrete representations with numbers to 5 Begin to explicitly teach number formation here for numbers 0-5 Daily subitising practice so they can see 3 and 1 in 4 and 2 and 1 in 3 etc.	Counting back from 10 using correct number words in sequence and relating them to their numeral symbol One to one correspondence to 5 using concrete objects and more abstract concepts Perceptual subitising to 5 Developing understanding that the last number counted gives the total so far for numbers to 5 Begin to explicitly teach number formation here for numbers 6-10 Understanding more than and less than for groups of concrete objects to 5 and relating this to the position of the number in the counting sequence Identifying parts and wholes with concrete representations with numbers to 10 Partitioning the same number in different ways to understand that different pairs of combinations can make the same total Daily subitising practice	Counting to 10 forwards and backwards using correct number words in sequence One to one correspondence to 10 using concrete objects Perceptual subitising to 5 and conceptual subitising to10 Starting to understand the last number counted gives the total so far for numbers to 10 Identifying groups with the same number of things as well as those which are more than or less than/fewer than Groups up to 10	Counting to 20 using correct number words in sequence and relating them to their numeral symbol One to one correspondence to 20 using concrete objects and more abstract concepts Perceptual subitising to 5/6 and conceptual subitising to 10 Developing understanding that the last number counted gives the total so far for numbers to 10 Understanding more than and less than for groups of concrete objects and relating this to the position of the number in the counting sequence and then comparing numerals Groups up to 10 Compare numbers to 10	Counting beyond 20 using correct number words in sequence. Counting backwards from 20. One to one correspondence to 10 using concrete objects Perceptual subitising to 5/6 and conceptual subitising to 10 using structured layouts. (fingers, dice frames, 10s frames) Starting to understand the last number counted gives the total so far for numbers to 20 Use 1 full ten and ___ in the next ten for numbers over 10, using 10s frames for scaffold Comparing amounts using the numeral and reasoning Compare numbers to 10	Counting beyond 20 using correct number words in sequence and relating them to their numeral symbol One to one correspondence to 20 using concrete objects and more abstract concepts Perceptual subitising to 5/6 and conceptual subitising to 10 using structured layouts. (fingers, dice frames, 10s frames) Developing understanding that the last number counted gives the total so far for numbers to 20 Use 1 full ten and ___ in the next ten for numbers over 10, using 10s frames for scaffold Knowing the one more than/one less than relationship between counting numbers
	Numerical Patterns	Continue and copy an AB pattern Sort objects by specific features such as shape and colour	Make an AB pattern and spot an error in an AB pattern	Continue and copy ABB patterns Spot errors in ABB patterns	Understand that quantities can be distributed equally and unequally and consider strategies for distributing. Continue and copy more complex patterns ABB, ABC, ABBC, AABB etc.	Look at the patterns of odd and even numbers using Numicon and tens frames pair wise. Identifying the unit of repeat in a pattern? Continue a pattern that ends mid unit	Exploring the patter of the counting system with tens and ones using tens frames Generalise patterns to another context or mode (e.g. From shapes to letters) Making a pattern with a fixed number of spaces (e.g. round a circle or a border)
	Shape, Space and Measure	Developing spatial awareness and using spatial language Recognise the specific attributes of (for example) length – that a stick is long; adults are tall	Representing spatial relationships though language and drawing Developing shape awareness through construction (why is that a good block to go there?) Compare the amounts of continuous quantities Introduce capacity How many cubes/apples etc. fit in here?	Identifying and representing similarities between shapes e.g. representing a ball as a circle in a drawing. Showing an awareness of comparison in estimating and predicting	Develop awareness of properties of shapes even if this cannot be formally described Circle, square, triangle, rectangle and other quadrilaterals (can build to pentagon and hexagon if appropriate) Comparing indirectly Recognising the relationship between size and number of units	Describe properties of shapes Beginning to use units to compare things	Develop awareness of relationships between shapes Beginning to use time to sequence events Beginning to experience specific time durations
	Past and Present	Look at baby pictures and comment on how they have grown and changed Height chart – begin and complete over the year Begin to understand time has a pattern – day, week, month, year and notice changes in our environment throughout the year – use a camera to document changes (school playing field) Understand how life has changed over time for members of their family	Listen to stories and place events in chronological order Consider how different the world was when dinosaurs existed and understand they were alive a very long time ago Listen to a range of stories and begin to develop an awareness of historical events: Guy Fawkes story Remembrance Day	Talk about some significant historical people and events; Neil Armstrong and the Apollo Landings; The Mars Rover Landings, after listening to non-fiction texts and archive videos, and begin to understand these events happened before they were born	Understand things were different in the past to how they are now by listening to a range of stories and traditional tales Comment on similarities and differences between modern homes and castles. Comment on similarities and differences between our school now and in the past using photographs and visitor stories	Using stories, non-fiction texts, videos and artefacts to talk about the past Comment on changes observed over time and sequence the lifecycle of a butterfly	Using stories, non-fiction texts, videos and artefacts to talk about the past Make observations about transport today and long ago

Understanding the World	People, Culture and Communities	Identify members of their family from photos and learn how they are related. Name and describe people that are familiar to them. Talk about their families – what they do and the places they go with their family. Comparing families – say how they are similar and unique Lean about and comment on some of the important jobs people do in our community (e.g. firefighter, farmer supermarket worker, etc.)	Talk about special family occasions/ celebrations that are important to them (birthdays, Christmas etc.) Learn about religious communities in our country, how they are similar and unique; celebrations that are important to each: Hinduism – Diwali – Rama and Sita Christianity – Christmas – The Nativity Story Explore how religious celebrations are celebrated in other countries (e.g. Diwali in India)	Listen to a range of stories from around the world and begin to develop an understanding of similarities and differences between communities. Where do we live on Planet Earth: locate the UK on a globe and on a map Learn about the important job of an astronaut Learn about some important times and celebrations of different cultures in Britain and from around the world: Easter Chinese New Year	Learn about the local environment – village/town walk to observe the features of a place – church, village hall, post office, shops etc. Create a map of the local community Comment on similarities and differences to other places where people live (e.g. cities and different countries)	Where in the World: Comment on similarities and differences between where we live and other and communities in different countries across the world (link to Big Reading texts) Understand the importance of caring for the community Consider use of allotments in the community and the effect they have on people and the wider community	Understand how to stay safe in the sun Understand the importance of caring for the environment Link to transport and how different communities use transport
	The Natural World	Learn about the immediate environment using the 5 senses: go on a senses walk around the school grounds and comment on what they can we see, hear, smell, touch, taste (snack time) and begin to observe changes Identify the names of the main parts of the body Harvest Festival	Learn what a habitat is and identify different habitats Begin to understand why different animals live in different habitats Learn some ways that animals have adapted to be able to survive in different habitats Investigate and make observations about the similarities and differences between nocturnal and diurnal animals	Learn about our planet and begin to understand its place in the Solar System Make simple comments on some of the similarities and differences they observe between the 8 different planets in the Solar System Begin to understand the importance of recycling and looking after our planet	Learn about the properties of some materials – investigate materials to build a house for the little pigs and a cape for Little Red Riding Hood) Investigate changing states of matter Understand some changes can be reversible and some irreversible	Investigate floating and sinking: investigate different types of materials that float and sink Explore air and noise pollution caused by different modes of transport	Identify different habitats in a garden - build a mini beast hotel Make observations and begin to identify the different stages of the life cycle of the butterfly Understand the importance of caring for our green spaces
Expressive Arts and Design	Creating with Materials	Begin to experiment with and mix colours to paint Draw self-portraits Develop joining, cutting and sticking skills to create junk models Explore and experiment with different media and printing skills using a variety of resources Autumn collages	Continue to experiment with colour mixing Explore using different textures and materials to create collages Printing and splatter painting – Bonfire Night pictures Christmas decorations Christmas Cards Diva lamps Rangoli artwork Remembrance Day Poppy printing Winter collage	Begin to colour mix with more accuracy Develop drawing self portraits Use different textures and materials to create collages of the Planets in the Solar System Design and make rockets. Design and make objects they may need in space, thinking about form and function Split pin astronauts Chinese lanterns, writing, willow patterns	Colour mix accurately Select the tools and techniques they need to assemble materials they are using Refine a variety of artistic techniques to express ideas and feelings: Mother's Day Crafts Easter Crafts	Explore light and dark with colour mixing Create observational drawings Begin to use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Extend knowledge of colour mixing End of year portraits
	Being Imaginative and Expressive	Join in with role play games and use resources available for props Build models using construction materials Join in with songs Harvest songs Sing Up	Join in with role play and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Christmas songs/ The Nativity Story and performance Sing Up	Join in with role play games and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Sing Up	Join in with role play games and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Easter songs Sing Up	Join in with role play games and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Listen attentively, move to and talk about music, expressing their feelings and emotions Sing Up	Listen attentively, move to and talk about music, expressing their feelings and emotions Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Sing Up