

## Vision Statement

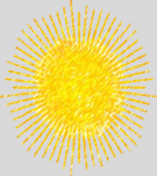
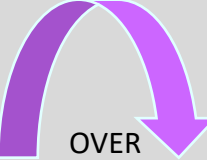
HAPPINESS is at the heart of Beeches Infant School. We create a relaxed environment in which each individual child is happy.

We believe everything follows from happiness. Children are more receptive learners when they're happy; they're more caring and respectful when they're happy; and they're much more likely to fulfil their potential when they're happy.







Of course, we'll challenge them through our inspirational teaching. At BI we promote responsibility and independence whilst offering opportunity and support.

We strive for our children to be the best they can be.

## Characteristics of Effective Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<i>All About Me!</i>	<i>Let's Celebrate!</i>	<i>Tell A Story</i>	<i>Once Upon a Time</i>	<i>Into the Garden</i>	<i>Changes</i>
  <b>COEL</b>   OVER ARCHING PRINCIPLES	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: Beeches Infant School value the importance of play. We set up the environment with a balance of adult-led and child-initiated activities both within the indoor and outdoor environment. We value that we gain accurate assessments of children's knowledge and skills when they are confidently engaged in play. This provides staff with what the children know and how to move the children on.</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

## Key Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
<b>GENERAL THEMES</b>  <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Starting school My new class My family - PSED focus Relationships/feelings What am I good at? Animals and their babies/caring for pets/wildlife. 	Bonfire night Diwali – learning from families in the community Christmas Lists Letters to Father Christmas Christmas enterprise Nativity Performance 	Safer Internet Day Chinese New Year Materials Bear Hunt story map 	Comparing Environments World book day design experiment – materials for houses Easter focus 	What lives in our outdoor area? Life cycles minibeasts 	What is Year One like? Healthy Schools – healthy body and mind Life cycles Trip to Sandwell Valley – pond and land Transition visits to Year One and time with new class-teacher 
<b>HIGH QUALITY TEXTS</b>	Goldilocks and the Three Bears Dear Zoo Leaf Man Non-fiction books about Autumn Non-fiction books about pets and the zoo Owl Babies <b>Key Author Focus:</b> Nick Sharratt	Sparks in the Sky Non-fiction texts about Diwali Dinosaur Roar Non-fiction texts about dinosaurs The Christmas Story Dear Santa <b>Key Author Focus:</b> Nick Sharratt	We're Going on a Bear Hunt The Gruffalo Chinese New Year Clever Sticks <b>Key Author Focus:</b> Julia Donaldson	The Little Red Hen The Three Little Pigs <b>Key Author Focus:</b> Julia Donaldson	The Gingerbread Man Easter The Very Hungry Caterpillar Non-fiction books about minibeasts <b>Key Author Focus:</b> Eric Carle	Aarrghhh Spider Oliver's Fruit Salad Oliver's Vegetables Leaving Mrs Ellis <b>Key Author Focus:</b> Eric Carle
<b>POETRY</b>	<b>Poetry Basket</b> Autumn poems	<b>Poetry Basket</b> Autumn poems	<b>Poetry Basket</b> Spring Poems	<b>Poetry Basket</b> Spring Poems	<b>Poetry Basket</b> Summer poems	<b>Poetry Basket</b> Summer poems
<b>'Wow' moments / Enrichment</b>	Autumn walk Remembrance Day Pets pictures Pictures of themselves, parent, grandparents as babies	Guy Fawkes Bonfire Night Diwali celebrations Christmas Time Nativity Enterprise activities	Chinese New Year Safer Internet Day Sensory walks (Bear Hunt) Dragon dances Comparing New Year in different cultures	Mother's Day World Book Day Easter bonnet parade Planting and learning about the life cycle of wheat Design and test materials experiment	Caterpillars in Classroom Compare of traditional tales Experiment - Gingerbread Man	Visit to Sandwell Valley – pond and land minibeasts Fruit and vegetable faces, fruit kebabs Healthy Schools Week Air pollution lessons Sports Day Transition

# Communication and Language




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, My Happy Mind, stories, singing, speech and language Interventions, T4W</p> <p><b>LISTENING, ATTENTION AND UNDERSTANDING</b></p> <p><b>SPEAKING</b></p>	<ul style="list-style-type: none"> <li>-Enjoy listening to stories and can remember much of what happens.</li> <li>-Use a wider range of vocabulary.</li> <li>-Understand a question or instruction that has two parts.</li> <li>-Understand 'why' questions.</li> <li>-Use longer sentences of four to six words.</li> <li>-Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important</li> <li>-Engage in story times</li> <li>-Learn new vocabulary</li> <li>-Use new vocabulary through play</li> <li>-Learn rhymes, poems and songs.</li> <li>-Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen.</li> <li>-Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to find out more and check they have understood what has been read to them.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Retell a story, one they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>ELG – make comments about what they have heard and ask questions to clarify their understanding.</p> <p>ELG - participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG – listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions.</p>	<p>ELG –Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG – hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>ELG – express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</p>
<p><b>DAILY STORY TIME USING HIGH QUALITY TEXTS</b></p> <p>Children engaged in focus books. Children encouraged to talk about stories to build familiarity and understanding</p>	<p>Settling in activities</p> <p>Speaking about likes and dislikes</p> <p>Sharing photos and speaking about their families.</p> <p>Listening behaviours— look at someone when they are speaking.</p> <p>Learning behaviours— taking turns to speak.</p> <p>Making friends</p> <p>Talking about familiar experiences.</p> <p>Family routines and special occasions</p> <p>Follow instructions (settling in, putting my things away)</p> <p>Develop vocabulary: word of the week</p>	<p>Develop vocabulary: Word of the week</p> <p>Wellcomm interventions</p> <p>Talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day</p> <p>Wow words to describe different celebrations.</p> <p>Nativity performance.</p> <p>Using new vocabulary independently in play.</p> <p>Model talk routines through the day e.g. arriving in school "Good morning, how are you?"</p>	<p>Develop vocabulary: Word of the week</p> <p>Wellcomm interventions</p> <p>Becoming a confident speaker.</p> <p>Taking turns in speaking and listening.</p> <p>Remember key points from a story</p> <p>Describe events in some detail</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use new vocabulary independently in play.</p> <p>Ask's how and why questions...</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Develop vocabulary: Word of the week</p> <p>Wellcomm interventions</p> <p>Retell a story with story language: talk for writing</p> <p>Describe events in detail – time connectives.</p> <p>Use new vocabulary independently in play.</p> <p>Use talk to help explain how things work and why they might happen</p> <p>Learn rhymes, poems and songs.</p>	<p>Develop vocabulary: Word of the week</p> <p>Wellcomm interventions</p> <p>Rhyme of the week</p> <p>Understanding and following more complex instructions.</p> <p>Begins to express own opinions and justify them – what do you like and why? What's your favourite animal and why?</p> <p>Describe events in some detail: life cycles/Sandwell Valley recount.</p> <p>I can listen to and engage in and talk about selected non-fiction</p> <p>Use new vocabulary</p> <p>Independently in play.</p>	<p>Develop vocabulary: Word of the week</p> <p>Wellcomm interventions</p> <p>Recite, poems and songs</p> <p>Talk about the experiences they have had at different points in the school year (transition)</p> <p>Presenting learning and sharing what they know with others.</p> <p>Use new vocabulary independently</p> <p>I can connect one idea or action to another using a range of connectives.</p>



# Personal, Social and Emotional Development



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
MANAGING SELF	<p><u>First Steps to Rights</u> Unit 1 Introducing basic rights (Family, food, water home, play) <u>Article 27, 24, 31</u> Needs and wants Class Charters</p>	<p><u>First Steps to Rights</u> Unit 8 – Diversity We're the same, we're different Same and different families Me and my special people <u>Article 2</u></p>	<p><u>First Steps to Rights</u> Unit 3 – Homes My home, your home Homes look different but are special places <u>Article 27</u></p>	<p><u>First Steps to Rights</u> Unit 4 – Food What do you eat? Nutrition and diversity Unit 5 – Water What's missing? The importance of clean water. What's safe to go in my body? <u>Article 24</u></p>	<p><u>First Steps to Rights</u> Unit 6 – Play Let's play Recognise similarities and differences Unit 7 – co-operation Fitting together <u>Article 15, 31</u></p>	<p><u>First Steps to Rights</u> Unit 9 – Safety Am I safe? Keeping myself safe Safe indoors and outdoors <u>Article 19, 32, 36</u></p>
SELF-REGULATION	<p><u>My Happy Minds</u> Meet your Brain</p> <p>Learning what the brain is and how it controls most of what we do.</p>	<p><u>My Happy Minds</u> Celebrate</p> <p>Identifying character strengths in themselves and others.</p>	<p><u>My Happy Minds</u> Appreciate</p> <p>Thinking about what they appreciate about themselves and others.</p>	<p><u>My Happy Minds</u> Relate</p> <p>Learning the importance of being able to relate or get along with others in order to have positive relationships</p>	<p><u>My Happy Minds</u> Engage</p> <p>Using the knowledge and skills they have acquired through My Happy Minds to help them to engage in the world through Goal Setting ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><b>PATH's stories</b> Learning about friendship and sharing ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>
MAKING RELATIONSHIPS	<p>Express their feeling and consider the needs of others</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>See themselves as valuable individuals</p>	<p>Build constructive and respectful relationships</p>	<p>Think about the perspectives of others</p>		
<p><b>Beeches Infants is a Rights Respecting school.</b></p> 	<p>Class rules: Behavioural expectations in the class/ boundaries set</p> <p>Basic hygiene Handwashing</p> <p>Manage their own needs</p>	<p>Who is in my family? Are all families the same? I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own coats and wellies on</p> <p>Manage their own needs</p>	<p>Keeping myself safe Safe indoors and outdoors Manage school day, lining up, queueing, meal times Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>Manage their own needs</p>	<p>Oral hygiene: teeth cleaning</p> <p>Manage their own needs</p>	<p>Importance of exercise Being kind to living creatures Taking care of animals</p> <p>Road safety/ walk to school week - being a safe pedestrian. ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Be confident to try new activities and show independent, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: e.g. regular physical activity, healthy eating, sensible amounts of 'screen time' having a good sleep routine.</p> <p>Healthy eating: Fruit kebabs</p> <p>Transition into Year 1 ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

# Physical Development



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
FINE MOTOR  Continuously check the process of children's handwriting (pencil grip and letter formation) . Provide extra help and guidance when needed.  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Teach and model correct letter formation. Threading, cutting, weaving, playdough, pegs, tweezers. Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Disco dough—manipulation</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p>	<p>Teach and model correct letter formation. Threading, cutting, weaving, playdough, pegs, tweezers. Develop muscle tone to put pencil pressure on paper. Cutting paper Use tools to effect changes to materials Disco dough</p> <p>Show a preference for a dominant hand</p>	<p>Begin to form letters correctly Threading, cutting, weaving, playdough, pegs, tweezers. Handle tools correctly e.g paintbrushes and cutlery Draw freely. Holding Small Items Button clothing and zips Cutting with Scissors Disco dough</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line e.g a circle</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Focus on letter formation including capital letters. Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller blocks</p> <p>ELG—use a range of small tools including scissors, paintbrushes and cutlery</p>	<p>Hold pencil effectively with comfortable grip. Form recognisable letters most of which are correctly formed Develop the foundations of a handwriting style which is fast, accurate and efficient Form letters correctly, introduce handwriting tracks.</p> <p>ELG - hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases. ELG—begin to show accuracy and care when drawing.</p>
GROSS MOTOR  DAILY CONTINUOUS PROVISION TO DEVELOP GROSS MOTOR SKILL -OUTDOOR CLIMBING/ BALANCING EQUIPMENT, BIKES, SCOOTERS, BATS, BALLS, HOOPS, BEANBAGS	<p><b>Baseline assessments</b> <b>Body Management-Unit 1 Knowledge Focus</b> Explore balance and managing own body, including manipulating small objects . Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming..</p>	<p><b>Gymnastics - Unit 1 Knowledge Focus</b> Develop confidence in fundamental movements. Experience jumping, sliding rolling, moving over and under apparatus. Develop co-ordination and gross motor skills.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping , running , hopping , skipping , climbing</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p><b>Dance-Unit 1 Knowledge Focus</b> Recognise that actions can be reproduced in time to music; beat patterns, and different speeds. Perform a wide variety of dance actions, both similar and contrasting. Copy, repeat and perform simple movement patterns</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p><b>Manipulation &amp; Coordination Unit 1 Knowledge Focus</b> Send and receive a objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different way</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p><b>Manipulation &amp; Coordination Unit 2 Knowledge Focus</b> Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope</p> <p>ELG—negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>ELG—demonstrate strength, balance and co-ordination when playing</p>	<p><b>Speed Agility Travel Unit 2 Knowledge Focus</b> Agility-based activities moving and controlling objects. Recognise different actions such as: moving softly, quietly, quickly, powerfully Relate body movements to music and percussion</p> <p><b>Sports Day</b></p> <p>ELG—move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

# Literacy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	All About Me!	Let's Celebrate!	Tell A Story	Once Upon a Time	Into the Garden	Changes
	<p>Children will be exposed to a phonics session every day using Little Wandle                      The TA for the class will target those working below expectations.                      Daily guided reading. Each group reads three times a week with an adult focusing on decoding, prosody and comprehension                      Intervention lessons in the afternoon will support those not on track.                      Reading books are sent out every week after they have been read three times in school. These are selected based on each child's reading level.                      In order to promote a love of reading each child chooses their own library book which is sent home weekly to share with an adult for pleasure.                      Daily story time with teacher.</p>					
COMPREHENSION	<p>Show a preference for a book, song or rhyme.</p> <p>Talk about the meaning of the print in the text.</p> <p>Make up a sensible story based on images in a picture book.</p> <p>Begin to use new words learnt from texts in own play.</p> <p>Engage in storytimes (CL)</p>	<p>Talk about events and characters in a story read to them.</p> <p>Join in with rhymes and stories - fill in missing words from well-known rhymes</p> <p>Listen to and talk about stories to build familiarity and understanding (CL)</p>	<p>Show interest and answer simple questions about the text</p> <p>Use words that I know to check my reading makes sense</p> <p>Begin to use new words learnt from texts in own play.</p> <p>Learn new vocabulary (CL)</p>	<p>Demonstrate understanding when talking about what they have read</p> <p>Repeat words or phrases to check their reading</p> <p>Use new words learnt from texts in own play.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Begin to notice if their reading makes sense and looks right</p> <p>Say rhymes by heart</p> <p>Sometimes notice errors when reading.</p> <p>Know that illustrations can help make sense of their reading.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>ELG – Demonstrate understanding of what has been read to them in class by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>ELG—Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>ELG—Anticipate key events in stories.</p>
WORD READING	<p>Baseline assessments - NFER and internal sound recognition.</p> <p>Little Wandle: Whole class</p> <p>Know grapheme phoneme correspondence for the following: <b>s a t p i n m d g o c k c k e u r h b f l</b></p> <p>Know the tricky words - <b>is, the, I</b></p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Little Wandle: Whole class</p> <p>Recognise the following GPC's; <b>ff, ll,, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</b></p> <p>Read words with -s /s/ added at the end (hats sits)</p> <p>Read words with ending -s /z/ (his and bags)</p> <p>Know tricky words - <b>as and has his her go no to into she push* he of we me be</b></p> <p>Blend and segment known sounds for reading and spelling VC and CVC words.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Little Wandle: Whole class</p> <p>Recognise the following GPC's; <b>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</b></p> <p>Read words with double letters and longer words</p> <p>Know tricky words - <b>was you they my by all are sure pure</b></p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonics programme.</p>	<p>Little Wandle: Whole class</p> <p>Review Phase 3</p> <p>Read longer words, including those with double letters</p> <p>Read words with -s /z/ in the middle. Read words with -es /z/ at the end. Read words with -s /s/ and /z/ at the end</p> <p>Use phonic knowledge to read and decode regular words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their enjoyment.</p>	<p>Little Wandle: Whole class</p> <p>Short vowels with adjacent consonants</p> <p>Read CVCC CCVC CCVCC CCCVC CCCVCC words</p> <p>Read longer words and compound words</p> <p>Read words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p>Read tricky words: <b>said so have like some come love do were here little says there when what one out today</b></p> <p>ELG—Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG—Read words consistent with their phonic knowledge by sound blending.</p>	<p>Little Wandle: Whole class</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>Read CVCC CCVC CCCVC CCVCC</p> <p>Read words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>Read longer words and compound words</p> <p>End of term assessments/ transition work with Year 1 staff</p> <p>ELG -Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
WRITING	<p>Fine and writing motor baseline assessment My Family</p> <p><b>Goldilocks and the Three Bears</b></p> <p><b>Dear Zoo</b> Initial sounds of animals CVC words e.g dog, cat</p> <p><b>Non fiction books on Autumn</b> Labelling Autumn objects It is a ...It is..</p> <p><b>Owl Babies</b> Describing characters—Bill is sad.</p> <p><b>Daily Little Wandle sessions -</b> Letter formation taught as each letter is introduced using memorable phrases. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. Daily writing of CVC words.</p> <p><b>Opportunities for writing / mark making in continuous provision:</b> mark making, labelling, name writing, shopping lists, initial sounds. Writing for a purpose in role play</p> <p>Use some of their print and letter knowledge in their early writing e.g writing 'm' for mummy.</p>	<p><b>Sparks in the Sky</b> Writing wishes using opener I wish I had..</p> <p><b>Dinosaur Roar</b> Class book of dinosaur Opposites e.g he is big. Draw and label Initial sounds of body parts</p> <p><b>Non fiction - dinosaurs</b> Write facts about dinosaurs using opener he/she/it has... He/she/it is... e.g .he is long</p> <p><b>The Christmas Story</b> Sequence story and write initial sounds/key words using phonic knowledge</p> <p><b>Daily Little Wandle sessions -</b> Letter formation taught as each letter is introduced using memorable phrases. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. Daily writing of CVC words.</p> <p><b>Opportunities for writing/ mark making in continuous provision:</b> Rangoli patterns, draw and label dinosaur pictures, dinosaur fact file. Sequence and caption the Christmas story. Christmas card design and writing. Name writing. Letters to Santa.</p> <p>Write some letters accurately.</p>	<p><b>We're Going on a Bear Hunt</b> Create story map and label key words e.g grass, river, mud. CVC words from the story.</p> <p><b>The Gruffalo</b> Character description He is/he has ...</p> <p><b>Chinese New Year</b> Cvc words of animals in story e.g pig, goat, ox, dog, Sentences from story using phonic knowledge e.g The cat was last.</p> <p><b>Daily Little Wandle sessions -</b> Writing of digraphs Daily writing of CVC words containing digraphs and tricky words. Dictated sentences.</p> <p><b>Opportunities for writing/ mark making in continuous provision:</b> Story map for the bear hunt, speech bubbles character description, draw and describe a dragon. Label animal.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b>Little Red Hen</b> Story map/change story Labelling animals from story and speech bubbles "not I"/"I will" Labelling key events—plant, cut, mill, cook.</p> <p><b>The Three Little Pigs</b> Labelling key events</p> <p><b>Easter story</b> Sequencing story. Easter cards To/from</p> <p><b>Daily Little Wandle sessions -</b> Writing of digraphs Daily writing of CVC words containing digraphs and tricky words. Dictated sentences.</p> <p><b>Opportunities for writing/ mark making in continuous provision:</b> Begin writing a sentence/caption/label to describe beginning, middle and end of stories. Chalk out the story after roleplay. Speech bubbles, Easter cards</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check in makes sense</p>	<p><b>The Gingerbread Man</b> Story map and changing characters Writing refrains from the story "run, run as fast as you can..."</p> <p><b>The Very Hungry Caterpillar</b> Writing food lists Lifecycle</p> <p><b>Daily Little Wandle sessions -</b> Writing of longer words containing digraphs. Daily writing of words and tricky words. Dictated sentences.</p> <p><b>Opportunities for writing/ mark making in continuous provision:</b> Sequence and write sentences about the story. Writing for a purpose – roleplay. Speech bubbles for characters. Change an aspect of the story through writing. Story maps. Non-fiction writing fact files. Shopping lists.</p> <p>ELG: Write recognisable letters, most of which are correctly formed.</p> <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p><b>Aarrghh Spider!</b> Speech bubbles Look at me I can.. Non-fiction writing about spiders</p> <p><b>Sandwell Valley</b> Recount using connectives</p> <p><b>Oliver's Vegetables</b> Vegetable lists Sequence story</p> <p><b>Leaving Mrs Ellis</b> Writing to new teacher To.. I am...I have...I like...</p> <p><b>Daily Little Wandle sessions -</b> Writing of longer words containing digraphs. Daily writing of words and tricky words. Dictated sentences.</p> <p><b>Opportunities for writing/ mark making in continuous provision:</b> Non fiction fact files, writing sentences using a range of tricky words that are spelt correctly. innovation of familiar texts. Letter to new class-teacher</p> <p>ELG—Write simple phrases and sentences that can be read by others.</p>
<p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>Talk4Writing used as a stimulus throughout the year.</p> <p>Daily writing opportunities during Little Wandle phonics sessions.</p>						



# Mathematics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
NUMBER  NUMERICAL PATTERNS  Children will be exposed to two inputs daily from White Rose hub and NCETM Mastering Number Project	<b>NCETM: Wk 1 - 5</b> Subitising 1-3 Counting, cardinality and ordinality Composition 3 & 4 Subitising 4 Comparison		<b>NCETM: Wk 6 – 10</b> <b>Counting, ordinality and cardinality (Focus on 5)</b> Comparison Composition 1, 2 Composition 3, 4, 5	<b>NCETM: Wk 11- 15</b> Subitising Counting, ordinality and cardinality to 5 Composition of 5 Composition 5 'and a bit' Comparison	<b>NCETM: Wk 16 –20</b> Counting, ordinality and cardinality to 10 Comparison to 8 Subitising by doubling Subitising dice patterns Composition by colour, size & function	<b>NCETM: Wk 21 – 25</b> Counting, ordinality and cardinality – 'teen' & 'ty' Subitising Composition of 5 Composition to 10 Comparison to 10
	<b>White Rose Hub: Getting To Know You</b> Teacher assessments and National Baseline Assessment Counting songs/rhymes  <b>Match, sort and compare</b> Matching pictures and objects Sorting Comparing amounts  <b>Talk about measure and patterns</b> Compare size, mass and Capacity Copy, continue and create simple patterns	<b>White Rose Hub: It's me 1,2,3.</b>  <b>Circles and triangles</b> Identify, name and compare circle and triangles Shapes in the environment position  <b>1, 2, 3, 4, 5</b> Representing and comparing 4 and 5 1 more 1 less Composition of 4 and 5  <b>Shape with 4 sides</b> Identify and name shapes Combining shapes My day and night	<b>White Rose Hub: Alive in 5!</b> Zero and subitising numbers to 5 Composition of numbers to 5 Subitising  <b>White Rose Hub: Mass and Capacity</b> Explore mass Explore and compare capacity  <b>Growing 6,7,8</b> Learning about 6,7 and 8 Pairs and combining groups Doubling  <b>Length, Height and time</b> Explore and compare length Explore and compare height Order and sequence time	<b>White Rose Hub: Building 9 and 10</b> 9 and 10 Comparing numbers to 10 Number bonds to 10 Doubles Odd/even  <b>Explore 3D shapes</b> Recognise and name 3D shapes Shapes in the environment Copy and continue patterns	<b>White Rose Hub: To 20 and Beyond</b> Building numbers beyond 10 Counting patterns  <b>How many now?</b> Add more Take away  <b>Manipulate, compose and decompose</b> Rotate and manipulate shapes Compose and decompose shapes Shape pictures  <b>Sharing and grouping</b> Sharing Grouping Play with and build doubles	<b>White Rose Hub: Visualize, build and Map</b> Pattern rules Position Mapping  <b>Make connections</b> Deepen understanding Patterns and relationships  <b>Consolidation</b> Build on previous learning
	<b>The Reception Year</b> - Count objects actions and sounds - Subitise - Link the numeral with it's cardinal value - Compare numbers - Understand the 'one more than/one less than link between numbers - Continue copy and create repeating patterns			<b>Continue to build on Autumn term knowledge and skills</b> - Count beyond 10 - Explore the composition of numbers to 10 - Automatically recall number bonds for numbers 0-10. - Select rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity.		<b>Continue to build on Spring term knowledge and skills</b> ELG—have a deep understanding of numbers to 10, including the composition of each number. - Subitise up to 5. - Automatically recall number bonds to 5 including subtraction facts and some bonds to 10, including double facts. - Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one is greater than, less than or the same as the other quantity. - explore and represent patterns within numbers up to 10, including evens and odd, double facts and how quantities can be distributed equally.

# Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
<p><b>COMPUTING</b></p> <p>Our aim is that children leave Beeches Infant School:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> <li>- being able to understand what algorithms are.</li> </ul>	<p><b>Purple Mash Technology Around Us</b> Technology in the home, using technology outdoors, technology in the wider world</p> <p><b>Goldilocks Quiz-Purple Mash</b></p>	<p><b>Purple Mash Hardware</b> Keeping food from devices, electrical safety, How to transport portable devices, what is technology, identify main parts of a computer.</p> <p><b>Purple Mash Drawing Skills</b> Select colours, mark make on screen, choose and change tools, use the undo button, use the an eraser, draw using touch screen, draw using a mouse</p>	<p><b>Purple Mash Sounds</b> Explore mini mash music, use built in sound effects, record spoken words and play them back</p> <p><b>Purple Mash Photography</b> Identify features of photographs, use a device to take photos, using a webcam, use own photos in work on a digital device,</p>	<p><b>Purple Mash Quizzes</b> Know what a quiz is, multiple choice quizzes, sequencing quizzes, answer quiz questions by typing, matching quizzes, mixed question quizzes</p> <p><b>Purple Mash Safety and Privacy</b> Owning digital content, exploring computer privacy, expressing feelings, who can help, showing kindness, impact of too much screen time</p>	<p><b>Purple Mash Using Purple Mash with an individual log in</b> Navigating PM login page, using login shortcuts, login with picture password, login with number, my work area, 2Dos</p> <p><b>Purple Mash Keyboard Skills</b> Find letters on a keyboard, use spacebar, use backspace and delete, type capital letters, type numbers, use enter, use arrow keys.</p>	<p><b>Purple Mash Robots</b> Describe a route, describe a route taken by someone else, follow a route, plan a route for toy vehicles, follow a plan for a toy vehicle, move a floor robot, program floor robot using one step, use 2 or 3 steps to make floor robot move, interpret instructions to predict outcome.</p>
	<p><b>Project Evolve</b></p> <p>Health well being and lifestyle</p> <p><b>SMART RULES:</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><b>Project Evolve</b></p> <p>Privacy and Security Self Image and Identity</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><b>Project Evolve</b></p> <p>Online Reputation</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><b>Project Evolve</b></p> <p>Managing online Information</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><b>Project Evolve</b></p> <p>Online relationships Copy Right and Ownership</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><b>Project Evolve</b></p> <p>Online bullying</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>

# Understanding the World



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GENERAL THEMES</b>	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
<b>RELIGIOUS EDUCATION</b> Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community.	<p><b>Disposition: Remembering roots</b></p> <p><b>Universal story</b> <i>Who are You Story – Author Smriti Halls &amp; Ali Pye</i> Recognising how the past can shape the present and the future</p> <p><b>Non religious and religious traditions</b> People who have grown up in Britain but have been born in different countries and retained customs that are important to them.</p> <p><b>(Use RE books/ videos about children's different faiths E.G. I am a muslim, I am a sikh, I am Christian)</b></p>	<p><b>Disposition: Being courageous and confident</b></p> <p><b>Universal story</b> The Lion and the Mouse Acting selflessly with a commitment to the good, and the well-being of others.</p> <p><b>Religious story</b> <i>Rama and Sita Diwali story</i> Courage is based upon confidence in God, believing that doing the right thing sometimes matters more than our personal welfare</p> <p><b>Disposition: Being curious and valuing knowledge</b></p> <p><b>Universal story</b> <i>The boy Who Knew nothing</i> Valuing knowledge for its own sake.</p> <p><b>Religious story</b> Christmas story Believing the pursuit of knowledge and the fostering of curiosity have the opportunity to draw us deeper into the life of God.</p>	<p><b>Disposition: Being Fair and Just</b></p> <p><b>Universal story</b> <i>This is Our House</i> Recognising that human beings deserve to be treated equally</p> <p><b>Religious story</b> <i>Chinese New Year story</i> Getting on with each other is based on divine notions of fairness and justice.</p>	<p><b>Disposition: Being merciful and forgiving</b></p> <p><b>Universal story</b> <i>The Bad Seed</i> Acknowledging that our making mistakes is a part of human life,</p> <p><b>Religious story</b> <i>Christian Easter Story</i> Reconciliation needs divine initiative and mercy, and a human response of mercy and forgiveness of others.</p> <p><b>Visit to Beeches Evangelical Church</b></p> <p><b>Understand that some places are special to members of their community.</b></p>	<p><b>Disposition: Caring for others, Animals and the Environment</b></p> <p><b>Universal story</b> <i>The Last Tree</i> Being aware of what is around us, recognising that others, animals and the environment matter</p> <p><b>Disposition: Appreciating beauty</b></p> <p><b>Universal story</b> <i>Frog's Starry Wish Story &amp; Here we are Author - Oliver Jeffers.</i> Developing a deep sense of awe and wonder for the world about us</p> <p><b>Religious story</b> <i>Christian Creation story</i> Looking after the earth and appreciating beauty for both dispositions above.</p>	<p><b>Disposition: Being hopeful and visionary</b></p> <p><b>Universal story</b> <i>One hundred reasons to hope</i> Author: Danielle Brown Being hopeful, and having a vision of the future should be based on realistic expectation, rather than upon luck or chance</p> <p><b>Religious story</b> Noah's Ark What god hoped for being hopeful and having a vision.</p> <p><b>ELG—know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b></p>
<b>PEOPLE, CULTURE AND COMMUNITIES</b>	Seasons – Autumn Kapow – Exploring Weather Rain and wind Kapow – Exploring seasons Autumn Disciplinary concept – the physical environment changes over time Understand the effect of seasons on the natural world around them.		Seasons – Winter/Spring Kapow – Exploring Weather—Snow Kapow – Exploring seasons Winter/Spring Disciplinary concept – the physical environment changes over time Understand the effect of seasons on the natural world around them. Kapow – Exploring maps (link to Bear Hunt story) Polar bear hunt – environments Chinese New Year – comparison to China Kapow -Lesson 1, 3, 5 and 6 (link to visit to Church) Concept – place-names have names to help people describe where they are Places can be different sizes and types		Seasons – Summer Kapow – Exploring Weather Sun - shadows Kapow – Exploring seasons Summer - bug hotels Disciplinary concept – the physical environment changes over time Understand the effect of seasons on the natural world around them. Andy Goldworthy? Sandwell Valley – look at different areas e.g. country and City Hills, built up area, countryside, town etc Recognise some environments that are different to the one in which they live	

# Understanding the World



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
PAST AND PRESENT	<p>Ourselves Look at pictures of children now and when babies—link to Grandparent pictures.</p> <p><b>Disciplinary concept-Change and continuity</b> <b>Chronological awareness</b> To know that the past is events that have already happened. To know the present is time happening now. Sequence of 2 events</p> <p>To begin to make sense of their own life story and family's history</p>	<p>Characters from stories including figures from the past—Mary Anning</p> <p><b>Disciplinary concept-historical significance, similarities and differences</b> <b>Chronological awareness</b> Using common words and phrases for the passing of time e.g . long ago and now</p> <p>Compare and contract characters from stories, including figures from the past</p>	<p>Look at houses and homes, objects from the past, explore similarities and differences. Figure from the past—Thomas Edison who invented the light bulb.</p> <p><b>Substantive concept: Achievements and follies of mankind;</b> Thomas Edison who invented the light bulb</p> <p><b>Disciplinary concept-historical significance, similarities and differences, sources of evidence, historical interpretations, cause and consequence.</b></p> <p>Comments on images and familiar situations in the past .</p>	<p>Compare characters and settings through a range of traditional stories Puss in the boots Cinderella Jack and the beanstalk The Gingerbread Man</p> <p>Sorting pictures of now and then</p> <p><b>Disciplinary concept- Similarities and differences, sources of evidence, historical interpretations</b></p> <p>ELG: To understand the past through settings, characters and events encountered in book read in class and story telling. - To know the similarities and differences between things in the past and now, based on their experience on what has been read in class</p>		
THE NATURAL WORLD	<p>Ourselves</p> <p><b>Biology – comparing animals</b> Name a variety of animals and match them to their young.</p> <p><b>Biology – sensitive bodies</b> Name key body parts and similarities and differences</p> <p><b>Working Scientifically: observing closely and identifying and classifying</b></p>	<p>Autum</p> <p><b>Physics-Seasonal changes</b> Understand the effect of changing seasons on the natural world around them</p> <p><b>Working Scientifically: using observations and ideas to suggest answer to questions</b></p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Winter/Materials</p> <p><b>Physics-Seasonal changes</b> The changing states of matter-ice Understand the effect of changing seasons on the natural world around them</p> <p><b>Working Scientifically: using observations and ideas to suggest answer to questions</b></p> <p><b>Materials-Chemistry</b> To identify the name and use of everyday materials linked to the building of houses</p> <p><b>Working Scientifically: performing simple tests, asking simple questions and recognising that they can be answered in different ways</b></p> <p>To explore the natural world around them</p>	<p>Gingerbread Man/Spring</p> <p><b>Physics—floating and sinking</b> Explore a variety of objects to see what floats and what sinks Build a boat for the Gingerbread Man</p> <p><b>Chemistry—Changing state</b> What happens to the Gingerbread Man if he gets wet?</p> <p><b>Working Scientifically: performing simple tests, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions</b></p> <p><b>Physics-Seasonal changes</b> Spring</p> <p><b>Working Scientifically: using observations and ideas to suggest answer to questions</b></p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Minibeasts</p> <p><b>Biology—Minibeasts and lifecycles-</b> Identifying and sorting minibeasts</p> <p><b>Working Scientifically: observing closely using simple equipment, identifying and classifying,</b> Understand the key features of the life cycle a plant and animal</p> <p>Look the life cycle of wheat and caterpillars</p> <p>ELG: explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Physics-Seasonal changes</p> <p>Summer-To explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Working Scientifically: using observations and ideas to suggest answer to questions</p> <p>ELG: understand some important processes and changes in the natural world around them, including the seasons.</p>



# Expressive Arts and Design



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	<b>All About Me!</b>	<b>Let's Celebrate!</b>	<b>Tell A Story</b>	<b>Once Upon a Time</b>	<b>Into the Garden</b>	<b>Changes</b>
MUSIC	<p><b>Exploring Sounds</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p><b>Celebrating Music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p><b>Nativity Performance</b></p>	<p><b>Music and Movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p><b>Musical Stories</b> A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p><b>Transport</b> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p><b>Big Band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
ART	<p><b>KAPOW:</b> Painting &amp; Mixed media – Paint My World Focus Artist: Megan Coyle Lesson 5 Jackson Pollock – firework paintings- Lesson 6</p> <p><b>Formal Elements: Colour, Texture, Tone</b></p> <p><b>Kapow:</b> Seasonal crafts Nature Wreaths—Lesson 3 Threaded snowflakes— Lesson 4 Salt dough creations— Lesson 5</p> <p>Create collaboratively, sharing ideas, resources and skills</p>		<p><b>KAPOW:</b> Drawing – Marvelous Marks Focus Artist: Arcimboldo (link to Healthy Food Week)</p> <p><b>Formal Elements: Pattern, texture, Tone, Line</b></p> <p><b>Kapow:</b> Seasonal crafts Egg threading— Lesson 6 Petal Mandalas— Lesson 1</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>		<p><b>KAPOW:</b> Sculpture &amp; 3D – Creation Station Focus Artist: Julie Wilson</p> <p><b>Formal Elements: Pattern, texture, form, shape</b></p> <p><b>Kapow:</b> Seasonal crafts Salt paintings— Lesson 2</p> <p>ELG -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - Share their creations, explaining the process they have used.</p>	
DESIGN TECHNOLOGY	<p><b>Construction and junk modelling based on children's interests</b> <b>Zoo enclosures Labels/design sheets/enhancements to construction area.</b> Know that these are a variety of different construction kits available and how they work. Know that they can use the equipment available to create real life representations.</p> <p>-Explore different materials freely, in order to develop ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures.</p>		<p><b>Design &amp; make a Gruffalo habitat</b> <b>Design, make and test a house for the Three Little Pigs</b> Explore a variety of existing houses. Know that there are a variety of different materials and that they have different properties. Develop their ideas through drawings and discussions.</p> <p>- Return to and build upon their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skill.</p>		<p><b>Design, make &amp; test a boat for the Gingerbread man</b> Explore different ways of joining materials e.g. sellotape, glue, staples and paper clips. Know that their work can be adapted and discuss ways of improving their work e.g. changing joining method.</p> <p><b>Design and make fruit kebabs</b> Design a fruit kebab and use tools safely to chop food. Evaluate their work. ELG—Understand the importance of healthy food choices (PSED) ELG—safely use a variety of materials, tools and techniques, experimenting with design, texture, form and function. ELG—share their creations, explaining the process they have used.</p>	