

AMPORT CE (Aided) PRIMARY SCHOOL

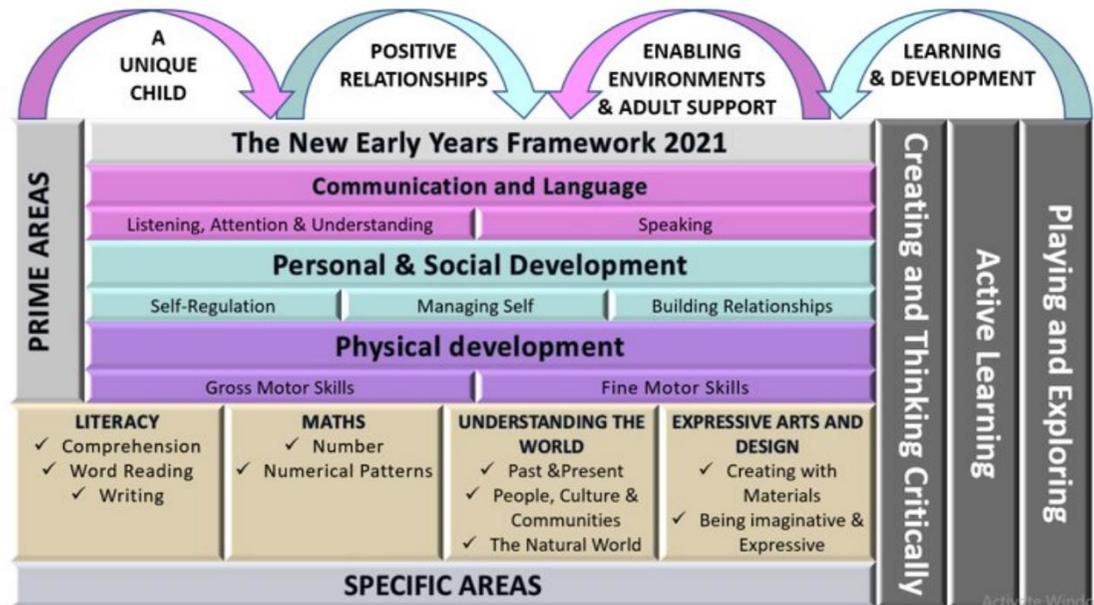


COURAGE COMPASSION RESPECT

Curriculum Overview 2025 - 2026

Oak Class

Reception



**Amport School EYFS Curriculum Goals**

<p align="center"><b><u>Independence</u></b></p> <p>To settle in and become an independent individual who can follow the school rules, set simple goals and persevere to achieve them. Select resources independently</p>	<p align="center"><b><u>Follow</u></b></p> <p>To follow instructions for making simple sandwiches and biscuits.</p>	<p align="center"><b><u>Re-tell</u></b></p> <p>To re-tell their favourite story in their own words.</p>	<p align="center"><b><u>Write</u></b></p> <p>To become confident writers who can <u>write words</u> and sentences using known phonics. They will be able to write a simple invitation/shopping list/ Thank you letter</p>
<p align="center"><b><u>Read</u></b></p> <p>To develop a love for reading. To talk about books they enjoy. To be able to read books independently using knowledge of sounds.</p>	<p align="center"><b><u>Perform</u></b></p> <p>To perform a song/poem/rhyme to an audience</p>	<p align="center"><b><u>Create</u></b></p> <p>To design and create a piece of art work choosing resources needed to make it. To talk about what they have made and how they have made it.</p>	<p align="center"><b><u>Communicate</u></b></p> <p>To ask relevant questions and make relevant comments To chat back and forth with adults and friends with confidence.</p>
<p align="center"><b><u>Friend</u></b></p> <p>To become a kind and confident friend who can show empathy and respect to others. Who can work cooperatively with others</p>	<p align="center"><b><u>Tool user</u></b></p> <p>To become a talented tool user who can hold a pencil effectively and use a range of tools safely and with confidence (scissors/tweezers/paintbrushes/cutlery)</p>	<p align="center"><b><u>Master of Maths</u></b></p> <p>To become a confident mathematician. Showing a deep understanding of numbers within 10. Recognising patterns, <u>subitising</u>, comparing quantities, recalling number bonds and discussing shapes and their properties</p>	<p align="center"><b><u>Problem Solver</u></b></p> <p>To choose resources they need, have ideas, listen to ideas from others use trial and error to solve problems, show resilience and review how well something has worked.</p>

Area Of leaning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	<p><b><u>Marvellous Me</u></b>            Friendships            People who help us/parents jobs            Healthy Me            Well-being</p> <p>Autumn</p>	<p><b><u>Terrific Tales</u></b>            Traditional Tales            Fireworks            Christmas</p> <p>Winter</p>	<p><b><u>Magic and Machinery</u></b>            Robots and Machines            Witches/Wizards/Magic Spells</p>	<p><b><u>Amazing Animals</u></b>            Food            Farming            Down on the Farm            Jungles</p>	<p><b><u>Amazing Animals</u></b>            Dinosaurs            Fossils            Reptiles            Minibeasts            Lifecycles</p>	<p><b><u>Fun at the Seaside</u></b>            Pirates            Under the Sea            Seaside holidays</p>
<b>Texts and poems used to drive out curriculum</b>	<p>This is Our House (Michael Rosen)</p> <p>FunnyBones (Janet and Allen Ahlberg)</p> <p>Knuffle Bunny (Mo Willems)</p> <p>Kippers Toy Box (Mick Inkpen)</p> <p>Little Red Hen</p> <p>The Prickly Hedgehog (Mark Ezra)</p> <p>Stanley's Stick (John Hegley and Neal Layton)</p> <p>Leaf man</p> <p>Tree: Seasons Come, Seasons Go (Britta Teckentrup)</p> <p><b><u>Poems</u></b></p> <p><b>I am angry</b> Poem from A Great Big Cuddle by Michael Rosen</p>	<p>Once Upon A Time (Nick Sharrat)</p> <p>Jack and the Beanstalk</p> <p>Goldilocks (Allan Ahlberg)</p> <p>Gingerbread man</p> <p>Little Red Riding Hood</p> <p>Billy Goats Gruff</p> <p>Princess and the pea.</p> <p>The snowman The jolly postman/The jolly Christmas postman</p> <p><b><u>Poems</u></b></p> <p><b>BEwARe!</b> Poem from Zim Zam Zoom! by James Carter</p>	<p><b>Robots and Machines</b>            Robot Rumpus ( Sean Taylor and Ross Colins)</p> <p>The Naughty Bus (Jan and Jerry Oak)</p> <p>No-Bot The Robot With No Bottom! (Sue Hendra)</p> <p>Ten Little Robots (Mike Brownlow)</p> <p><b>Hocus Pocus</b>            The Bad Bunnies Magic show (Mini Grey)</p> <p>Winnie The Witch (Valerie Thomas)</p> <p>Room on the Broom (Julia Donaldson)</p> <p><b><u>Poems</u></b></p> <p><b>Let's Invent a Monster</b>            Poem from Zim Zam Zoom! by James Carter</p>	<p>The perfect Pet (Margie Palatini)</p> <p>Pumpkin Soup (Helen Cooper)</p> <p>Colin and Lee Carrot and Pea (Morag Hood)</p> <p>Farmer Duck (Martin Waddell)</p> <p>I want my hat back (Jon Klassen)            The Bear Who Stared (Duncan Beedle)</p> <p>Giraffes can't dance</p> <p>Walking through the jungle</p> <p>Dear Zoo</p> <p><b><u>Poems</u></b></p> <p><b>Oh Dear</b> Poem from A Great Big</p>	<p>Stomp, Dinosaur, Stomp! (Margaret Mayo and Alex Ayliffe)</p> <p>Dear Dinosaur (Chae Strathie)</p> <p>How to Grow a Dinosaur. (Caryl Hart)</p> <p>Tyrannosaurus Drip (Julia Donaldson)</p> <p>What the ladybird Heard (Julia Donaldson)</p> <p>The Fly (Peter Horeak)</p> <p>Twist and Hop Minibeast bop (Tony Mitton)</p> <p><i>Yucky Worms</i>            (Vivian French and Jessica Ahlberg)</p> <p><b><u>Poems</u></b></p>	<p>Are you the Pirate Captain? (Gareth Jones Gary Parsons)</p> <p>Knock Knock Pirate (Caryl Hart and Nick East)</p> <p>Pirate Stew (Lou Carter)</p> <p>Here be Monsters (Jonathan Emmet)</p> <p><b>Under the Sea</b>            Tiddler (Julia Donaldson)</p> <p>Octopus (Ruth Galloway)</p> <p>The Singing Mermaid - Julia Donaldson</p> <p>Commotion in the Ocean (Giles Andreae)</p>

	<b>Let Me Do It</b> Poem from A Great Big Cuddle by Michael Rosen			Cuddle by Michael Rosen	<b>The Caterpillar</b> Christina Rossetti  <b>If I Had Wings</b> Pie Corbett	What the ladybird heard at the seaside  Someone swallowed Stanley  <u>Poems</u> <b>Pirate Pete</b> James Carter
<b>Enrichment opportunities</b>	Autumn nature walk Nurse/Firefighter/police visit Birthday celebrations in role play area	Bonfire night/Christmas	Chinese New Year Magician visit	Easter		Sports day
<b>Physical Development</b>	<i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i>					
<b>Fine Motor</b>	<i>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Teach and model correct letter formation.</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities. Practise forming letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Cutting with Scissors</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Use one hand consistently for fine motor tasks</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Copy shapes accurately</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly and starting to join these. Can colour inside the lines of a picture</i>

	<i>Show preference for dominant hand</i>	<i>draw, write or copy. Teach and model correct letter formation. Holding Small Items / Button Clothing / Cutting with Scissors Build things with smaller linking blocks, such as Duplo or Lego</i>	<i>Start to draw pictures that are recognisable /</i>	<i>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Start to colour inside the lines of a picture</i>		
<b>Gross Motor</b>	<i>Cooperation games including parachute games. Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers</i>	<i>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</i>	<i>Climbing using the indoor equipment Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</i>	<i>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers Opportunities for children to practice moving over, under, through and around equipment</i>	<i>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers</i>	<i>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers</i>
<b>PE</b>	Unit 1 Body Management  Unit 1 Gymnastics	Unit 1 Manipulation & Coordination  Unit 1 Dance	Unit 1 Cooperate & Solve Problems Fitness  Unit 1 Reception/Key Stage 1	Unit 2 Manipulation & Coordination  Unit 2 Gymnastics	Unit 1 Speed Agility Travel  Unit 2 Dance	Unit 2 Speed Agility Travel  Unit 2 Cooperate & Solve Problems
<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech and language interventions EYFS productions,	<i>Daily story time Daily song and rhyme time Settling in activities Making friends</i>	<i>Daily story time Daily song and rhyme time Understand how to listen carefully and why listening is important.</i>	<i>Daily story time Daily song and rhyme time Sustained focus when listening to a story Using language well</i>	<i>Daily story time Daily song and rhyme time Describe events in detail – time connectives</i>	<i>Daily story time Daily song and rhyme time Re-read some books so children learn the language necessary to talk about what is happening in</i>	<i>Daily story time Daily song and rhyme time Read aloud books to children that will extend their knowledge</i>

<p>collective worship and weekly interventions.</p>	<p><i>Children talking about experiences that are familiar to them</i>  <i>Rhyming and alliteration</i>  <i>Shared stories</i>  <i>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</i></p> <p>Introduce curiosity cube to initiate conversation</p> <p>Word of the day</p> <p>Introduce Talk at teatime</p>	<p>Use picture cue cards to talk about an object:          "What colour is it? Where would you find it?"</p> <p>Ask questions to find out more and to check they understand what has been said to them.          Describe events in some detail.          Listen to and talk about stories to build familiarity and understanding.          Learn rhymes, poems and songs.</p> <p>Word of the day. Talk at teatime</p>	<p>Ask's how and why questions...          Discovering Passions          Retell a story with story language          Story invention – talk it!</p> <p>Word of the day Talk at teatime</p>	<p>Sustained focus when listening to a story</p> <p>Word of the day Talk at teatime</p>	<p>each illustration and relate it to their own lives</p> <p>Word of the day Talk at teatime</p>	<p><i>of the world and extend vocabulary</i>  <i>Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.</i></p> <p>Word of the day Talk at teatime</p>
<p><b>PSED</b></p>	<p><b>Self Regulation-</b> Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. 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. Controlling own feeling and behaviours. Being able to concentrate on a task. Applying personalised strategies to return to a state of calm. Being able to ignore distractions. Thinking before acting.</p> <p><b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p> <p><b>Managing Self</b> – Throughout the year children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will explain the reasons for rules, know right from wrong and try to behave accordingly. They will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>					
<p><b>Literacy</b></p>	<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i></p>					
<p><b>Phonics/word reading</b></p>	<p>Phase 2</p>	<p>Phase 2/Phase 3</p>	<p><b><u>Phase 3</u></b></p> <p>ur, ow, oi, ear, air er</p>	<p><b><u>Phase 3/Phase 4</u></b></p> <p>Recap phase3</p>	<p><b><u>Phase 4/Phase 5</u></b></p> <p>Recap phase 4</p>	<p><b><u>Phase 5</u></b></p>

	<p>s, a, t, p, i, n, m, d, g, o, c, k ck, e, u, r, h, b, f, l, ff, ll, ss, j,</p> <p><b>Reading</b></p> <p>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>V, w x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oo, Oo, oo, ar, or</p> <p><b>Reading</b></p> <p>Blending CVC sounds, rhyming, alliteration, common theme in traditional tales, identifying characters and settings. knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Longer syllabic words Words with 'ss' in the middle Plurals – 'es' 's'</p> <p><b>Reading</b></p> <p>Rhyming strings, Help children to become familiar with recognising digraphs and trigraphs in words. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Naming letters of the alphabet.</p>	<p>Using sound knowledge to read cvc, cvcc, ccvc, ccvcc, cccvc, cccvcc words</p> <p>Reading words containing -ed and -ing suffix endings</p> <p><b>Reading</b></p> <p>Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Naming letters of the alphabet. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Alternative ways for representing phonemes</p> <p><b>Reading</b></p> <p>Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Alternative ways for representing phonemes</p> <p><b>Reading</b></p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
<p><b>Comprehension</b></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Recognises environment print. Has a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.</p>		<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Begin to anticipate events in books Start to make simple predictions about stories. Begin to make simple inferences</p>		<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Make inferences and start to explain their reasoning.</p>	
<p><b>Writing</b></p>	<p><i>Children will be experimenting with mark-making and writing patterns in a range of mediums.</i></p>	<p><i>Labelling using initial sounds. Orally retelling stories sometimes with adults acting as scribes</i></p>	<p><i>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</i></p>	<p><i>Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.</i></p>	<p><i>Writing lists/recounts/simple story endings/ Character description</i></p>	<p><i>Story writing, writing sentences using a range of tricky words that are spelt correctly.</i></p>

	<p>They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Children will begin to write letters from their names. Name writing practice.</p>	<p>Writing CVC words to label characters from traditional tales Writing simple captions about pictures from traditional tales Help children identify the sound that is tricky to spell. Sequence stories</p>	<p>Guided writing based around developing short sentences about animal facts/looking after animals and habitats. Spelling some phase 2 tricky words in writing correctly</p>	<p>Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Character descriptions. Spelling phase 2 and phase 3 tricky words in writing correctly</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Spelling phase 2 and phase 3 tricky words in writing correctly</p>	<p>Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description</p>
<b>Maths</b>	<p>Place Value – numbers to 5 Addition and Subtraction – Sorting Place Value – Comparing Group Addition and Subtraction – Change within 5 Measurement – Time</p>	<p>Addition and Subtraction – Numbers to 5 Place value – Numbers to 10 Addition and Subtraction – Numbers to 10 Geometry – Shape and Space Doubles and halves Estimating groups of objects.</p>	<p>Geometry – Exploring Patterns Addition and Subtraction – Count on and back. Place Value –Numbers to 20 Multiplication and Division – Numerical Patterns – counting and sharing in groups of 2, 5 and 10. Measurement - Measure</p>			
<b>Understanding of the world</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p>	<p>Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales.</p>	<p>Look at machines through history and discuss changes Look the role of a magician and what they do. Look at how machines help us to complete jobs. Compare to how these jobs were completed in the past.</p>	<p>What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.  Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.  Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?  Take children to places of worship and places of local</p>

	<p>Introduce children to different occupations and jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed.</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Take children to places of worship and places of local importance to the community.</p>		<p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Take children to places of worship and places of local importance to the community.</p>		<p>importance to the community.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p><i>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</i></p>
<p><b>Expressive Art and Design</b></p>	<p>Join in with familiar songs.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling, take picture of children's creations and encourage them to explaining what they did.</p> <p><i>Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.</i></p>	<p><i>Join in with familiar songs.</i></p> <p><i>Joins in with role play games and uses resources available for props; build models using construction equipment.</i></p> <p><i>Use different textures and materials to make art linked to traditional tales</i></p> <p>salt dough Christmas decorations</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p><i>The use of story maps, props, puppets &amp; story bags will encourage</i></p>	<p>Join in with familiar songs.</p> <p>Beginning to mix primary colours to make secondary colours.</p> <p>Listen to music and make their own dances in response.</p> <p>Making paper lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p><b>Shadow Puppets</b> <i>Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</i></p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p><i>Collage animals/ symmetrical butterflies</i> <i>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</i></p> <p><i>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</i></p> <p><i>Learn a traditional African song and dance and perform it.</i></p>	<p>Artwork themed around minibests</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p> <p>Encourage children to create their own music. Junk modelling,</p> <p>Retelling familiar stories.</p> <p>Creating dinosaur pictures Provide children with a range of materials for children to construct with.</p> <p><i>Salt dough fossils</i></p>	<p>Retelling familiar stories.</p> <p>Creating under the sea pictures Provide children with a range of materials for children to construct with.</p> <p>Sand pictures / Rainbow fish collages</p> <p>Junk modelling/ beachhuts/Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p>

	<p><i>Provide opportunities to work together to develop and realise creative ideas.</i></p> <p>Role play of a house/home corner</p>	<p><i>children to retell, invent and adapt stories.</i></p> <p><i>Role Play of The Nativity</i></p> <p>Autumn pictures.</p> <p>Mixing colours and exploring textures.</p>	<p><i>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</i></p> <p>Winter pictures and scenes.</p>			<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p>
<p>RE</p>	<p><b>Thanking</b> Harvest and Sukkot</p> <p><b>God/Creation</b> Why is the word 'God' important to Christians?</p>	<p><b>Celebrating</b> Jesus' Birthday</p> <p><b>Incarnation</b> Why do Christians perform Nativity Plays at Christmas</p>	<p><b>Learning from stories</b> Jesus the storyteller</p> <p><b>God</b> What do Christians believe God is like?</p>	<p><b>Celebration/New Life</b> Celebrating new life at Easter</p> <p><b>Salvation</b> Why do Christians put a cross in an Easter Garden?</p>	<p><b>Special clothes</b> Christian clothes, Jewish clothes</p> <p><b>Overview study – Sikh special clothes</b></p>	<p><b>Precious</b> Water is precious Baptism</p>