

<b>Reception Long Term Plan</b>	<b>Autumn 1 All about me</b> Key texts: ‘You Choose’, The Three Little Pigs, Goldilocks, Handa’s Surprise  Role play area clues - goldilocks	<b>Autumn 2 Exploring</b> Key texts: Whatever next, Stickman, Christmas stories  <b>Rocket tent Decorating Christmas biscuits</b>	<b>Spring 1 The Past</b> Key texts: Non-fiction texts. Dinosaur stories, Cave Baby,  Dinosaur dig	<b>Spring 2 Once Upon A Time</b> Key texts: Traditional Tales such as The Gingerbread Man, The Three Billy Goats Gruff), Room on the broom, Supertato The Easter story  Making gingerbread men	<b>Summer 1 On the Farm</b> Key Texts: Farmer Duck, What the Ladybird Heard, On the farm (factual), Oliver’s vegetables, Animal/farm poems  <b>TRIP – Hesketh Farm Tadpoles</b>	<b>Summer 2 Under the Sea</b> Key Texts: Commotion in the Ocean, Rainbow Fish, The Snail and the Whale, Tiddler Sharing a shell, The singing Mermaid, Stanley Bright <b>Alive &amp; Kicking – At the bottom of the Bottom of the Bottom of the sea</b>
<b>Communication and language</b>	To understand how to listen carefully. To understand why listening is important. To follow simple /instructions. To engage in storytimes. To learn new vocabulary. To talk to class teachers and in front of a small groups, offering their own ideas. Listen carefully to rhymes and songs, paying attention to how they sound.	To understand how to listen carefully and why it is important. To begin to understand how and why questions. To follow instructions. To engage in story times, joining in with repeated phrases and actions. To answer questions. To use new vocabulary throughout the day	To listen attentively, maintaining focus. Respond to what they have listened to. Ask questions to find out more and to check they understand what has been said to them. To follow instructions with more than one step. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they developed a deep familiarity with the text To engage in non-fiction books. To begin to understand humour and social phrases. To understand a range of complex sentences structures. To talk in sentences using conjunctions.	To listen attentively in a range of situation, one to one, small group and whole class. To follow instructions with more than one step. Retell the story, once they developed a deep familiarity with the text, some as exact and some in their own words To follow a story without pictures or props. Listen to and talk about stories to build familiarity and understanding. To share their work/ideas with the class. To use new vocabulary in different contexts. To engage in non-fiction books.	To listen attentively in a range of situation, one to one, small group and whole class. To understand questions such as who, what, where, when, why and how. To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feeling and events. Articulate their ideas and thought in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To listen attentively in a range of situation, one to one, small group and whole class. To have conversations with adults and peers with back and forth exchanges. To talk about why things happen, using newly introduced vocabulary. Articulate their ideas and thought in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

<b>PSED</b>	<p>To recognise different emotions and understand how people show emotion. To maintain focus during short whole class activities. To use toilet independently and wash hands effectively. To put coats and shoes/socks independently. To explore different areas within environment. Begin to develop understanding of rules and expectations. To seek support of adults when needed. To gain confidence to speak to peers and adults. To play alongside children engaged in same activity.</p>	<p>To talk about how they are feeling using emotion vocabulary. To begin to consider the feeling of others. To adapt behaviour to a range of situations. Develop confidence to select and try new activities. To put coats/jumpers etc on independently. To understand rules and expectations and the importance of these. To play co-operatively with children who are engaged in same activity/area. To begin to develop friendships. To have positive relationship with Teachers.</p>	<p>To identify and moderate their own feelings, socially and emotionally. To consider the feelings and needs of others. To adapt behaviour to a range of situations. To follow instructions with more than one step. To begin to show resilience and perseverance in the face of challenge. To do zips/buttons independently. To understand rules and expectations and the importance of these. To work co-operatively in small groups and initiate play with others. To use strategies to support turn taking and resolve minor conflicts</p>	<p>To identify and moderate their own feelings, socially and emotionally. To consider the feelings and needs of others. To maintain focus for longer periods of time and follow instructions with multiple steps. To begin to show resilience and perseverance in the face of challenge and develop independence when setting goals and completing activities. To display good understanding of rules and explain importance of them. To manage needs independently. To listen to the ideas of other children, begin to compromise and resolve minor conflicts. Understand own needs and the needs of others.</p>	<p>To begin to identify and use strategies which help regulate their emotions. To be able to maintain focus and engagement in learning, following instructions with multiple steps. To show resilience and perseverance when trying new activities/learning and demonstrate a 'can do' attitude. To articulate rules, with a good understanding of right and wrong, behave accordingly. To gain an understanding of healthy food choices and exercise. To have strong friendships, work co-operatively and part of a team. To listen to the perspectives of others.</p>	<p>To identify and express how they are feeling and begin to regulate their emotions and behaviour accordingly. To be able to maintain focus and engagement in learning, following instructions with multiple steps. To show resilience and perseverance when trying new activities/learning and demonstrate a 'can do' attitude. To articulate rules, with a good understanding of right and wrong and try to behave accordingly. To understand the importance of healthy food choices. Understand we are all unique and build strong positive relationships built on respect and kindness.</p>
	<p><b>Being in my world</b></p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Being in the classroom</li> <li>• Understanding feelings</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul>	<p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Families, houses and homes</li> <li>• Identifying talents</li> <li>• Being special</li> <li>• Identifying emotions</li> <li>• Responding to emotions</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Standing up for yourself</li> <li>• Challenges</li> <li>• Perseverance</li> <li>• Overcoming obstacles</li> <li>• Goal setting</li> <li>• Seeking help</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Exercising bodies</li> <li>• Healthy food choices</li> <li>• Healthy routines including: sleep, cleanliness and teeth</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Getting on and falling out</li> <li>• Being a good friend</li> <li>• Anti-bullying</li> </ul>	<p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul>

Physical Development	<p><b>Gross Motor:</b> To move safely in a space. To stop safely. To develop control when using equipment. To follow a path and take turns. To work co-operatively with a partner. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor:</b> To use a dominant hand. To mark make using different shapes. To begin to use a tripod grip when using marking making tools To use tweezers to transfer objects. To thread large beads. To begin to form recognisable letters, some of which are correctly formed. To hold scissors correctly. To hold fork and spoon and use when eating.</p>	<p><b>Gross Motor:</b> To begin to develop balance. To run and stop. To change directions. To explore different ways of travelling including running, hopping, jumping, skipping and galloping. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor:</b> To begin to use anticlockwise movements and retrace vertical lines (p, r, n etc) To hold scissors correctly and to use them safely with increasing accuracy. To use tripod grip. To accurately draw lines, circles and shapes to draw pictures. To write taught letters using correct formation.</p>	<p><b>Gross Motor:</b> To roll and track a ball. To develop accuracy when through to a target. To roll to a partner with control. To begin to throw and catch with a partner. To jump and land safely. Develop the overall body strength, co-ordination, balance and agility To develop core muscle strength. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor:</b> To use tripod grip when using marking making tools (most cases) To cut with increasing accuracy and control. To write taught letters, most of which are correctly formed. To thread small beads. To confidently use a range of mark making tools and small tools with accuracy.</p>	<p><b>Gross Motor:</b> To copy and create actions in time with music. To move safely with confidence and imagination, communicating ideas through movement. To explore movement using props with control and co-ordination. To express ideas through movement. To move with control and co-ordination, copying, linking and repeating actions. To remember and repeat actions, exploring different ways of moving. Develop the overall body strength, co-ordination, balance and agility To develop core muscle strength.</p> <p><b>Fine Motor:</b> To write letters using correct formation and begin to control size of letters. To draw with increasing accuracy and details. To independently eat using a knife, fork and spoon.</p>	<p><b>Gross Motor:</b> To create short sequences using shapes, balances and travelling actions. To balance and safely use apparatus. To jump and land safely (from a height) To explore travelling around, over and through apparatus. To create short sequences linking actions together including apparatus. Develop the overall body strength, co-ordination, balance and agility To develop core muscle strength.</p> <p><b>Fine Motor:</b> To write letters using correct formation and begin to control size of letters. To draw with increasing accuracy and details. To independently eat using a knife, fork and spoon.</p>	<p><b>Gross Motor:</b> To gain an understand of the importance of physical and mental health. To work co-operatively as a team. To move confidently in different ways. To be aware of the changes to the way you feel during exercise. Develop the overall body strength, co-ordination, balance and agility To develop core muscle strength. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Fine Motor:</b> To write letters using correct formation and begin to control size of letters. To sit letters on the line. To draw with increasing accuracy and details. To independently eat using a knife, fork and spoon.</p>
	<p>Real PE Unit 1: Coordination: Footwork Static balance: One leg</p>	<p>Real PE Unit 2: Dynamic Balance to Agility: Jumping and Landing Static balance: Seated</p>	<p>Real PE: Unit 3: Dynamic Balance on the line. Static balance: Stance Unit 4: Coordination: Ball Skills Counter balance with a partner</p>	<p>Real Dance: Unit 1 Dance focus – Artistry, Partnering, Circles, Shapes</p>	<p>Real Gym – Unit 1 Shape and Travel Unit 2 Flight and Rotation</p>	<p>Real PE Unit 5 – Sending and Receiving Reaction/Response Unit 6 – Ball chasing, floor work.</p>

<p><b>Literacy</b></p>	<p><b>Comprehension:</b> To independently look at a book, hold it the correct way and turn pages. To use pictures to tell stories. To engage and enjoy familiar stories, sequencing key events.</p> <p><b>Word Reading:</b> To recognise their name. To read individual letters, saying sound for them (GPC). To identify initial sounds with words. To orally blend and segment. To begin to blend written VC and CVC words using known GPCs.</p> <p><b>Writing:</b> To give meaning to the marks they make. To write all of their name. To begin forming recognisable letters. To write initial sounds. To begin to write CVC words using known GPC.</p>	<p><b>Comprehension:</b> To engage in story times, joining in with repeated phrases and actions. To begin to answer questions about stories that are read to them. To enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes.</p> <p><b>Word Reading:</b> To recognise taught graphemes and accurately articulate corresponding phoneme. To blend sounds to read words including known GPCs. To blend words which include 's' ending (/s/ /z/). To recognise taught common exception words. To 'begin to sight read words very familiar with. To read books matching their phonics ability. Begin to read captions and simple sentences using known GPC.</p> <p><b>Writing:</b> To write their name. To form recognisable letters, using correct formation for most taught letters. To spell words by identifying phonemes in them and representing with graphemes.</p>	<p><b>Comprehension:</b> To act out stories. To begin to predict what may happen in a story. To suggest how a story might end. To know that information can be retrieved from books.</p> <p><b>Word Reading:</b> To recognise taught graphemes (digraphs) and accurately articulate corresponding phoneme. To blend to read ccvc words and two syllable words. To read words with -ing ending. To read taught common exception words. To read captions and sentences including known GPCS and common exception words. To read books matching their phonics ability.</p> <p><b>Writing:</b> To write their name using correct letter formation. To form recognisable letters, using correct formation for most taught letters. To segment to write CVC words using known GPC including taught digraphs. To begin to write captions and simple sentences. To understand that sentences start with a capital letters and end with full stop. To spell some taught common exception words correctly.</p>	<p><b>Comprehension:</b> To retell known stories, using own words and vocabulary from texts. To answer retrieve questions about what they have read and what has been read to them. To follow a story without pictures. To describe characters in familiar story. Begin to understand structure of story.</p> <p><b>Word Reading:</b> To recognise taught graphemes (digraphs) and accurately articulate corresponding phoneme. To blend to read ccvc words and two syllable words. To read words with -ing ending. To read taught common exception words. To read captions and sentences including known GPCS and common exception words. To read books matching their phonics ability.</p> <p><b>Writing:</b> To form letters, using correct formation for taught letters. To segment to write words using known GPC including taught digraphs and trigraphs. To begin to write captions and simple sentences. To understand that sentences start with a capital letters and end with full stop.</p>	<p><b>Comprehension:</b> To retell stories in detail, using own words and vocabulary from text. To answer retrieve questions about what they have read and what has been read to them. To use vocabulary that is influences by their experience of books.</p> <p><b>Word Reading:</b> To recognise taught graphemes (digraphs and trigraphs) and accurately articulate corresponding phoneme. To sight read many familiar words. To read words with -es ending. To read words with -ed ending. To read taught common exception words. To read sentences including known GPCS and common exception words with increasing fluency. To read books matching their phonics ability.</p> <p><b>Writing:</b> To form lower- and upper-case letter correctly. To write words (including polysyllabic) phonetically. To begin to use capital letters at the start of a sentence. To use finger spaces and full stops when writing a sentence. To spell some taught tricky</p>	<p><b>Comprehension:</b> To sequence and retell stories that have been read to them, using own words and vocabulary. To answer questions about what they have read including anticipating events and beginning to develop inference skills</p> <p><b>Word Reading:</b> To read words which include all taught GPCS, including digraphs and trigraphs. To sight read many familiar words. To read words with -es ending. To read words with -ed ending. To read CCVCC and CCVC words. To read taught common exception words. To read sentences including known GPCS and common exception words with increasing fluency. To read books matching their phonics ability, with increasing fluency.</p> <p><b>Writing:</b> To form lower- and upper-case letter correctly. To write words (including polysyllabic) phonetically. To begin to use capital letters at the start of a sentence. To use finger spaces and full stops when writing a sentence. To spell some taught tricky</p>
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				To spell some taught common exception words correctly.	words correctly. To write for purpose, dictated and composed. To begin to read their work back to check.	words correctly. To write for purpose, dictated and composed. To begin to read their work back to check.
<b>Phonics</b>	FFT Success for All Phonics – see weekly scope and sequence – Reception for skill progression.					

<b>Mathematics</b>	<p>To recognise numbers 1-3 and match numerals to quantities.</p> <p>To subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of number to 3</p> <p>To explore composition of 2 and 3.</p> <p>To say which group has more.</p> <p>To say which group has fewer.</p> <p>To compare quantities.</p> <p>To count to 5, applying counting principles.</p> <p>To match and sort objects.</p> <p>To compare capacity, length, height and size.</p> <p>To finish a repeating pattern.</p> <p>To recognise and name circle, semi-circle and triangle.</p> <p>To recognise 1p and 2p.</p>	<p>To recognise numbers 1-5 and match numerals to quantities.</p> <p>To subitise to 5</p> <p>To confidently use 5 frames.</p> <p>One more and one less relationship between consecutive numbers within 5.</p> <p>Composition of numbers within 5.</p> <p>To compare quantities to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count to 10.</p> <p>To recognise and name square and oblong.</p> <p>To recognise 5p.</p>	<p>To recognise numerals and match quantities 0-8.</p> <p>To subitise to 5.</p> <p>One more, one less relationship between consecutive numbers within 8.</p> <p>Number bonds (including subtraction facts) of 5.</p> <p>To explore composition of 6, 7 and 8.</p> <p>To apply counting principles to count beyond 10.</p> <p>To compare quantities using vocabulary greater than, fewer than and equal.</p> <p>To combine two groups of objects using vocabulary linked to addition.</p> <p>To order objects by height and length, and begin to use non-standard unit of measure.</p> <p>Verbally order days of week.</p>	<p>To recognise numerals and match quantities 0-10.</p> <p>To order numbers within 10.</p> <p>To begin to develop conceptual subitising using known composition facts.</p> <p>To explore composition of 9 and 10.</p> <p>To use ten-frames confidently, using deep knowledge of number e.g. 5 and 1 is 6, one less than 10 is 9 etc.</p> <p>Begin to recall number bonds to 10.</p> <p>One more, one less within 10.</p> <p>To estimate number of objects.</p> <p>To apply counting principles to 20.</p> <p>To compare quantities to 10 using accurate language.</p> <p>To combine two groups of objects, beginning to use count on method.</p> <p>To take away objects and count how many are left.</p> <p>To recognise 10p.</p> <p>To begin to explore properties and name 3D shapes.</p>	<p>To recognise numbers to 20.</p> <p>Automatic recall of number facts (including subtraction) to 5.</p> <p>To explore place value and counting system using tens and ones.</p> <p>Confidently use ten-frames to represent numbers beyond 10.</p> <p>To count beyond 20, demonstrating a good understanding of counting system.</p> <p>To add numbers by counting on.</p> <p>To take away quantities.</p> <p>To find the difference.</p> <p>To order numbers to 20, using good understanding of counting system.</p> <p>Begin to find missing numbers.</p>	<p>To solve simple number problems.</p> <p>To automatically recall number facts (including subtraction) to 5.</p> <p>Deep understanding of composition within 10.</p> <p>To understand 'double' and recall some double facts.</p> <p>To begin to understand 'odd' and 'even'.</p> <p>To say whether groups are equal or not equal.</p> <p>To share quantities equally.</p> <p>To begin to understand term 'half'.</p>
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<p><b>Understanding the World</b></p> <p>Past and Present</p> <p>People, Cultures and communities</p> <p>The natural World :</p>	<p><b>Past and Present</b></p> <p>To begin to talk about own life-story/experiences (using past tense).</p> <p>To begin to explore how you change/grow over time. (life cycle of human)</p> <p>To know about significant figures from the past. (Mary Seacole and Dr Mae Jemison)</p>	<p><b>Past and Present</b></p> <p>To begin to explore similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (The First Christmas)</p> <p>To explore how transport has changed over time.</p>	<p><b>Past and Present</b></p> <p>To talk about their personal past.</p> <p>To create a timeline of their personal past, using vocabulary to order events chronologically.</p> <p>To begin to understand that things happened before they were born (events beyond living memory).</p> <p>To use vocabulary linked to the past.</p> <p>To know that dinosaurs existed before humans.</p> <p>To know that humans use fossils to inform us about the past.</p> <p>To begin to compare life now to life in the stone age through texts.</p>	<p><b>Past and Present</b></p> <p>To explore similarities and differences between now and the past through setting, characters and event encountered in books read.</p> <p>To visit a historical place of importance.</p> <p>To know that traditional tales have been told and re-told for many years.</p>	<p><b>Past and Present</b></p> <p>To use photographs to comment on and discuss changes over time.</p> <p>To explore how technology has changed/developed overtime and the impact this has had.</p> <p>To begin to compare aspects of life in different periods of time e.g. farming.</p>	<p><b>Past and Present</b></p> <p>To know about the past through settings, characters and event encountered in books read in class and storytelling.</p> <p>To ask questions about the past and comment on similarities and differences between the past and present.</p>
	<p><b>People, Culture and Communities</b></p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>To know about different family structures.</p> <p>To know that name of the town we live in.</p> <p>To describe features of their immediate environment through observations.</p>	<p><b>People, Culture and Communities</b></p> <p>To know that there are many countries around the world.</p> <p>To know we live in the UK.</p> <p>Compare similarities and differences between life in this countries and life in other countries.</p> <p>To explore family links to other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>People, Culture and Communities</b></p> <p>To draw information on a simple map.</p> <p>To learn and use vocabulary linked to human and physical features.</p> <p>To know that there are many different religions.</p> <p>To simple recall what happens when infants are welcomed into a religion including a Christian baptism and other religions.</p> <p>To retell religious stories and make connections to their own experiences.</p>	<p><b>People, Culture and Communities</b></p> <p>To compare and contrast environments, cultures and characters through stories.</p> <p>To recognise some environments that are different from the one in which they live. Observe similarities and differences.</p> <p>To begin to understand similarities and differences between life in this country and life in other countries.</p> <p>To know that people in other countries may speak different languages.</p>	<p><b>People, Culture and Communities</b></p> <p>To compare environments and how this impacts way of life e.g. compares farming in this country to farming in other counties/climates.</p> <p>To draw information from a simple map, noticing symbols and beginning to understand their meaning.</p> <p>To know the difference between human and physical geography and begin to identify these within their immediate environment.</p> <p>To learn and use vocabulary linked to human and physical features.</p>	<p><b>People, Culture and Communities</b></p> <p>Describe environments observed through first hand experience, observation, stories and maps.</p> <p>To learn and use vocabulary linked to human and physical features.</p> <p>To know the importance of looking after the environment.</p> <p>To understand that religions have special places of worship and name and identify some of these sacred places.</p> <p>To become familiar with the world map.</p> <p>To identify land and oceans on world map.</p> <p>To know that the earth is made up of continents and oceans.</p>
	<p><b>The Natural World</b></p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environment.</p> <p>To observe the natural world around them, noticing and describing signs of Autumn.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p><b>The Natural World</b></p> <p>To begin to observe process and changes to the natural world, including changing states of matter (melting)</p> <p>To ask questions about the natural world around them.</p> <p>To observe changes to their environment, seasonal, weather etc.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p><b>The Natural World</b></p> <p>To observe and comment on the changes to their immediate environment (winter).</p> <p>To know features of their immediate environment and how it compares to other environments.</p> <p>To know that animals have changed over time.</p>	<p><b>The Natural World</b></p> <p>To observe and comment on the environment changes to environment during spring.</p> <p>To observe and draw plants.</p>	<p><b>The Natural World</b></p> <p>To identify and name many animals.</p> <p>To learn about the life cycle of different animals.</p> <p>To closely observe plants and understand how to care for growing plants.</p> <p>To plant a seed and observe the changes.</p> <p>To observe and draw animals.</p>	<p><b>The Natural World</b></p> <p>To observe changes to the natural world during summer.</p> <p>To compare different habitats.</p>

			To begin to understand vocabulary such as extinct and endangered.		To have first-hand experience of animals and plants e.g. visit to a farm. To ask questions about the natural world. To understand where food comes from. To compare environments and how this impacts way of life e.g. compares farming in this country to farming in other countries/climates.	To understand the importance of looking after the environment. To explore the natural world around them – floating.
RE	<p>Understanding Christianity Unit  <b>F1 - God/Creation</b>  <i>Why is the word of God so important to Christians?</i>  Religion: Christianity</p> <p><b>Christian value (A) – Respect – What should respect look like?</b>  <b>Christian value (B) – Thankfulness – How do we show thanks?</b></p>	<p>Understanding Christianity Unit  <b>F2 - Incarnation</b>  <i>Why do Christians perform nativity plays at Christmas?</i>  Religion: Christianity</p> <p><b>Christian value (A) – Service – How many ways can you show you care?</b>  <b>Christian value (B) – Friendship – What makes a good friend?</b></p>	<p>Syllabus Thematic Unit  <b>F4 - Being Special</b>  <i>Where do we belong?</i>  Religion: Christianity, Judaism, Hinduism, Islam</p> <p><b>Christian value (A) – Perseverance – What does it mean to keep going?</b>  <b>Christian value (B) – Trust – What does trust mean?</b></p>	<p>Understanding Christianity Unit  <b>F3 - Salvation</b>  <i>Why do Christians put a cross in an Easter garden?</i>  Religion: Christianity</p> <p><b>Christian value (A) – Hope – What is hope?</b>  <b>Christian value (B) – Forgiveness – What is forgiveness?</b></p>	<p>Syllabus Thematic Unit  <b>F6 - Special stories</b>  <i>Which stories are special and why?</i>  Religion: Christianity, Judaism, Hinduism</p> <p><b>Christian value (A) – Compassion – How can we show compassion?</b>  <b>Christian value (B) – Peace – what is peace? What does it look/sound like?</b></p>	<p>Syllabus thematic unit F5 - <b>Special places</b>  <i>Which places are special and why?</i>  Religion: Christianity, Judaism, Islam</p> <p><b>Christian value (A) – Truthfulness – Is telling the truth right?</b>  <b>Christian value (B) – Courage – What is courage? What does courage look like?</b></p>



Expressive Art and Design	<p><b>Creating with Materials</b></p> <p>To identify and name colours. To use a range drawing/mark making tools. To use different tools to paint e.g. brusher, sponges, string, straws. To use props and costumes to role-play. To explore different techniques for joining materials.</p> <p><b>Being Imaginative and Expressive</b></p> <p>To sing and perform familiar nursery rhymes. To use costumes and resources to act out familiar narratives from experiences and well know stories. To join in with signing and learn new songs (Harvest). To experiment with different instruments and their sounds.</p>	<p><b>Creating with Materials</b></p> <p>To identify and name colours, selecting them for purpose. To draw lines and simple shapes. To use and explore different painting techniques. To share their creations. To explore different textures and materials. To explore different techniques for joining materials.</p> <p><b>Being Imaginative and Expressive</b></p> <p>To sing and perform familiar nursery rhymes. To learn and perform songs to audience in Christmas Nativity. To join in with familiar songs and learn new songs. To begin to build up a repertoire of songs. To use costumes and resources to act out familiar narratives from experiences and well-known stories</p> <p>Jackson Pollock</p>	<p><b>Creating with Materials</b></p> <p>To understand and explore that when colours are mixed, new colours are made. To draw lines and simple shapes. To paint lines, shapes and edges neatly. To use materials and resources to role play and introduce narrative. To plan what they are going to draw or make.</p> <p><b>Being Imaginative and Expressive</b></p> <p>To learn and join in with singing songs learnt through music and worship. To use range of open-ended resources To create costumes and resources to use within role-play. To explore different instruments and the sounds they make.</p>	<p><b>Creating with Materials</b></p> <p>Explore how the tone of colour can be changed using black and white. To draw from imagination and observation. To paint lines, shapes and edges neatly. To draw increasingly accurate representations of people, plants and animals. To use a range of textures and collage materials. To plan what they are going to draw or make.</p> <p><b>Being Imaginative and Expressive</b></p> <p>To listen to a wide range of music and discuss how it make you feel, likes, dislikes etc. To begin to use music and stories together. To use open-ended resources to create costumes and props for imaginative play. To begin to learn put movements together to music. To retell familiar stories through role-play.</p> <p><b>Shevaun Doherty</b></p>	<p><b>Creating with Materials</b></p> <p>To mix colours to match images such as paintings and books. To draw from imagination and observation. To explore adding textures to paint. To draw increasingly accurate representations of people, plants and animals. Safely use a wide range of resources/materials for purpose. Explain the process they have used and begin to evaluate their work.</p> <p><b>Being Imaginative and Expressive</b></p> <p>To move in time to music. To retell familiar stories through role-play. To follow a musical pattern to play a range of instruments. Explore speed and pitch. To create narratives based on experiences and stories.</p> <p>Claude Monet (Landscape painter)</p>	<p><b>Creating with Materials</b></p> <p>To mix colours to match images such as paintings and books. To use drawing to record ideas, thoughts and feelings. To explore adding textures to paint. Safely use a wide range of resources/materials for purpose. Explain the process they have used. To evaluate their work.</p> <p><b>Being Imaginative and Expressive</b></p> <p>To learn and perform songs, poems and stories to an audience. To build a repertoire of songs. To explore/play a range of instruments. To invent their own narratives, making costumes and props</p> <p>Claude Monet (Landscape painter)</p>
	Music (Art Forms)	<p>I can sit or stand to perform I can remain quiet whilst waiting for a turn (stop and start) I can watch and follow the leader’s signals I can explore sounds and classify sound makers e.g. shake, tap, scrape / I can choose sounds to accompany a song or story <b>(Timbre)</b> I can differentiate between loud and quiet sounds <b>(Dynamics)</b></p>	<p>I can play my instruments safely and pick them up and put them down quietly I can watch and follow the leader’s signals I can take turns at pattern making I can put my sounds together with someone else’s I can explore sounds and classify sound makers e.g. shake, tap, scrape / I can choose sounds to accompany a song or story <b>(Timbre)</b> I can differentiate between loud and quiet sounds <b>(Dynamics)</b></p>	<p>I can differentiate between high and low sounds / I can show changes in pitch using tuned percussion e.g. steps, slides, jumps <b>(Pitch)</b> I can use pictures to represent and organize sounds I can take turns at pattern making I can put my sounds together with someone else’s</p>		



