



Ivegill
C • E S C H O O L

EYFS at Ivegill CE Primary School

Interest Led Curriculum: This curriculum plan gives an overview of suggested adult led activities that can take place alongside experiences that are planned in the moment. These will be an extension of a child's interests which has been observed, building on children's next steps and needs. The highly skilled practitioners at Ivegill CE Primary School will be sensitive to the teachable moments and mindful of how they can extend children's thinking. Through this joint approach we will be fostering the Characteristics of Effective Learning giving children opportunities to play and explore, opportunities for active learning and to develop their critical thinking.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>All About Me</i>	<i>Once Upon a Time</i>	<i>Where do we Live?</i>	<i>People who Help Us</i>	<i>Growth and Animals</i>	<i>Going on an Adventure</i>
Celebrations	<i>Harvest Birthdays (throughout the year)</i>	<i>Diwali Bonfire Night Remembrance Day Christmas</i>	<i>Chinese New Year</i>	<i>Easter Mother's Day St George's Day World Book Day</i>		<i>Father's Day</i>
	<p><i>Who am I?</i></p> <p><i>What do I feel?</i></p> <p><i>Why are we all different and special?</i></p> <p><i>What are my 5 senses?</i></p>	<p><i>What is my favourite story?</i></p> <p><i>What do we celebrate?</i></p> <p><i>How do Christians celebrate Jesus' birthday?</i></p> <p><i>How has the weather changed from Autumn to Winter?</i></p>	<p><i>Where do we live?</i></p> <p><i>Where do other people live?</i></p> <p><i>What is my special place?</i></p> <p><i>What makes a place holy?</i></p>	<p><i>Who helps us in our community?</i></p> <p><i>How can I change the world?</i></p> <p><i>What is my super power?</i></p> <p><i>How do you celebrate special times? (Easter)</i></p>	<p><i>How have we changed?</i></p> <p><i>What is a life cycle?</i></p> <p><i>Where do animals live?</i></p> <p><i>How do plants grow?</i></p> <p><i>Why do Christians believe Jesus is special?</i></p>	<p><i>Where would you like to go?</i></p> <p><i>What is life like in different countries around the World?</i></p> <p><i>How can we travel to other places?</i></p> <p><i>How have holidays changed over time?</i></p> <p><i>Why did Jesus tell stories?</i></p>
Personal Social Development						
PSED Including: Self Confidence and Awareness Managing Feelings and Behaviour Making Relationships	<p><i>Jigsaw: Being Me in My World</i></p> <p><i>Making new friendships New routines I am special</i></p> <p>The children will be supported in their transition into Reception, will make new friends and learn routines.</p>	<p><i>Jigsaw: Celebrating Difference</i></p> <p><i>Expressing feelings Social skills</i></p> <p>Children will develop their understanding of working as part of a group and how to follow the class rules.</p>	<p><i>Jigsaw: Dreams and Goals</i></p> <p><i>Positive interactions Pride in achievements</i></p> <p>Children will be supported in developing their skills in working independently and children will have a focus on games that support turn taking and interacting with others.</p>	<p><i>Jigsaw: Healthy Me</i></p> <p><i>Working together Sharing ideas</i></p> <p>Children will have opportunities to share their own experiences and talk about what they like and dislike. Children will be encouraged to suggest ideas of how to resolve conflicts.</p>	<p><i>Jigsaw: Relationships</i></p> <p><i>Collaborating and being considerate of others</i></p> <p>They will continue to be supported in taking account of each other's needs and ideas.</p>	<p><i>Jigsaw: Changing Me</i></p> <p><i>Seek a challenge Adapt behaviour to new situations</i></p> <p>Children will start to think about their transition into Year 1</p>

PSED Continuous Provision	Calm Box Emotion Cards Calm – Me resources e.g. Breathing Cards	Kindness Jar Family Photos	Challenge Cards Proud Footprints – an achievement the children are proud of	Healthy and Unhealthy Card Sorting Role Play Cleaning – The home, toothbrushes, bathing the baby etc...	Friendship Bracelets Kindness Paper Chains	Body Part Labelling Worry Monster
Key Vocabulary	<i>Different, feelings, nervous, responsibilities, taking turns, angry, excited, choice, gentle, friend, happy, kind, learn, rights, sad, similar, unique, calm me</i>	<i>Differences, friendship, frightened, similar, family, friends, home, kind, proud, sad, special, unique, unkind, reflection</i>	<i>Achieve, challenge, difficult, dreams, encourage, frustrated, future, keep trying, persevere, reward, earn, job, goal, kind, proud, skills</i>	<i>Challenge, exercise, asleep, healthy, hygiene, movement, stranger, worried, unexpected, unplanned, clean, germs, rest, safe, scared, sleep, teeth, stretch</i>	<i>Argument, falling out, feelings, friendly, kind words, problem solving, relationship, responsibly, solutions, unkind, jobs, lonely, love, upset</i>	<i>Grown-up, change, worry, excited, memories, future, baby, adults. (Names of Body Parts e.g. arms, legs, chest, neck).</i>
Communication and Language						
Communication and Language: Speaking and Listening	<p><i>Children are beginning to listen to other children and adults in the setting. They listen during story time and show an interest in the stories being read.</i></p> <p><i>Children to follow simple 1 step instructions.</i></p> <p><i>Children understand appropriate ‘why questions’.</i></p> <p><i>Children speaking to adults and peers in simple sentences. Joining in with simple rhymes and songs.</i></p>	<p><i>Children are speaking and listening more on the carpet and during guided tasks.</i></p> <p><i>Children will respond to questions based on a text that has been read.</i></p> <p><i>Beginning to follow clear instructions with 2 parts.</i></p> <p><i>Children using expression to communicate meaning. Starting conversations and speaking to familiar adults in school.</i></p> <p><i>Learning about rhyme and listening for rhyming pairs.</i></p>	<p><i>Children showing a good level of listening, attention and concentration skills. Children will be more attentive during guided and independent tasks.</i></p> <p><i>Children are beginning to discuss inferences and make simple predictions during story time.</i></p> <p><i>Children are taking turns when speaking and responding to their peers and adults, with a clear understanding of what has been said.</i></p>	<p><i>Children can maintain attention in different contexts and always pay attention to the person talking.</i></p> <p><i>Children use talk to resolve conflict, discuss their ideas and give reason.</i></p> <p><i>Children to use newly learned vocabulary in their responses.</i></p> <p><i>Asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</i></p>	<p><i>Children keep play going by conversing and extending conversation. Children ask and answer questions.</i></p> <p><i>Children following clear instructions with up to 3 parts.</i></p> <p><i>Children will use talk to clarify their ideas, solve problems and reason with others. Children will add detail to their sentences and use a wider range of vocabulary.</i></p>	<p><i>Children show good listening skills and are attentive during all learning tasks.</i></p> <p><i>Children ask questions for clarification on new knowledge and can explain themselves if they are misunderstood.</i></p> <p><i>Children can now retell a story with good understanding and can create their own imaginative stories.</i></p> <p><i>Children speak in clear, well-formed sentences using new vocabulary in different contexts. Children correctly use past, present and future tense.</i></p>
Communication and Language Continuous Provision	Story Sacks of Familiar Stories Nursery Rhymes	Rhyming games	Turn taking games and activities.	Retelling and discussing stories using props and drama.	Instruction following games e.g. Simon Says	Small World Props for Storytelling

Key Vocabulary	<i>Listen, wait, join in, hands up, question, turn, carpet time, instruction, telling, follow, why, explain, because, songs, rhymes, stories</i>	<i>Listen, wait, turn, join in, hands up, question, rhyme, listening, why, how, instruction, follow, conversation, turn taking</i>	<i>Listen, looking, thinking, wait, turn, questions, turn taking, conversation, telling, because, explain</i>	<i>Listen, looking, thinking, wait, turn, questions, turn taking, conversation, telling, because, explain, fair, fiction, non-fiction, I think.</i>	<i>Listen, looking, thinking, wait, turn, questions, turn taking, conversation, telling, because, explain, fair, fiction, non-fiction, I think, what, where, when, how</i>	<i>Listen, looking, thinking, wait, turn, questions, turn taking, conversation, telling, because, explain, fair, fiction, non-fiction, I think, what, where, when, how</i>
Physical Development						
Physical Development Including: Moving and Handling Health and Self Care Developing skills outdoors through play e.g big blocks, games, balancing, big movements Dough disco and Funky Fingers station	Move to Write Programme: <i>Developing gross motor skills and writing through the pre-writing shapes.</i> <i>Children will learn and develop the skills needed to manage the school day successfully – lining up, washing hands, lunchtimes, getting changed for PE.</i> <i>Children will develop their fine motor skills through dough disco and funky finger activities.</i> <i>Gross Motor activities throughout the day for children to refine their fundamental movements.</i>	Develop independence through putting on coats and fastening zips, dressing for winter conditions e.g. hats and gloves. <i>Children will continue to develop their fine motor skills through funky finger activities.</i> <i>Using scissors to make snips and cut in straight lines.</i> <i>Children will combine different movements with ease and fluency.</i> <i>Children are beginning to learn correct letter formation and use these in their writing.</i>	Use directional vocabulary and encourage under and over movements – dens to crawl through, balances to move along etc... <i>Using scissors to cut wavy lines and cut out shapes.</i> <i>Children will continue to develop their fine motor skills through dough disco and funky finger activities.</i> <i>Children continue to learn correct letter formation and develop an effective pencil grip.</i>	Children will develop and refine a range of ball skills, increasing their precision and accuracy when throwing and catching. <i>Children will continue to develop their fine motor skills funky finger activities.</i> Throwing and catching games to develop hand-eye coordination. <i>Using scissors and small tools carefully and accurately.</i> Children will be forming letters clearly and with an effective pencil grip.	Children will continue to develop their fine motor skills through dough disco and funky finger activities. <i>Further develop and refine ball skills – throwing, catching, kicking, rolling, passing. Use these skills to play games.</i> Children will negotiate space and can adjust speed and direction when playing games. Many children will develop a tripod grip do draw and write with care and accuracy.	Children will show strength, balance and coordination when playing and during PE lessons. Sports Day and Athletic activities such as running, throwing, jumping. Children will continue to develop their fine motor skills through dough disco and funky finger activities. Children will continue to develop their pencil grip and use small tools such as scissors confidently and accurately.
Taught PE sessions	Spatial Awareness Moving and Travelling	Dance	Gymnastics	Ball Skills	Team Games	Athletics
Physical Development Continuous Provision	Threading beads onto a string. Using tweezers to sort objects. Pre-writing shape activities.	Peg Boards, placing pegs onto objects. Dancing with scarves, moving in time to the music. Sensory letter formation.	Funky Fingers, using scissors, building obstacle courses. Letter formation activities.	Throwing, catching and target games. Threading activities, handwriting and drawing.	Using small tools and materials e.g. split pins, tweezers, treasury tags. Beanbag and target games.	Puzzles, games and construction with smaller pieces. Games to combine and develop skills.

Key Vocabulary	<i>Rolling, crawling, walking, jumping, running, hopping, skipping, sidestep, line up, one behind the other, wash hands</i>	<i>Rhythm, dance, movement, routine, pattern, follow, letter formation, (formation phrases through phonics).</i>	<i>Forwards, backwards, sideways, through, left, right, over, under, star shape, straight shape, tuck, pike, stretch</i>	<i>Throwing, catching, kicking, passing, batting, aiming, accurately, watching,</i>	<i>Rules, space, surroundings, direction, speed, jumping, running, hopping, skipping, sidestep, Tripod grip.</i>	<i>Athletics, Olympics, running, jumping, hopping, skipping, moving, travelling</i>
Literacy						
Literacy Including: Phonics Reading Writing Drawing Club 2-3 times per week	Provision Based Literacy: Mark Making and emergent writing through play. Name Writing Daily Story time – talk about stories and learn new vocabulary. Re-read familiar stories and join in with familiar phrases. Little Wandle Phonics: Phase 2 Graphemes and Tricky Words. Segmenting and Blending CVC words. Reading Practice Sessions 3x per week.	Rhyme: Rhyming Pairs, Rhyming Strings, Stories including rhyme and rhythm. Kipper’s Birthday: Writing Opportunities include: Shopping Lists, Birthday Cards, Party Invitations Engage in extended conversations about stories. Retelling, creating and acting out stories. Little Wandle Phonics: Phase 2 Graphemes and Tricky Words. Segmenting and Blending CVC words. Reading words with -s added at the end. Reading Practice Sessions 3x per week.	Traditional Tales: Little Red Riding Hood Goldilocks and the Three Bears Writing Opportunities include: Story Sequencing, describing characters, labelling pictures, retelling the story. Anticipate key events in familiar traditional tales. Begin to develop inference skills through discussion. Little Wandle Phonics: Phase 3 Digraphs and Tricky Words. Reading longer words and words with double letters. Reading Practice Sessions 3x per week.	The Jolly Postman and Paddington Goes to Hospital Writing Opportunities include: Labels and Captions, Letters, Writing Simple Sentences Little Wandle Phonics: Review Phase 3 Digraphs and Tricky Words. Reading words with double letters, longer words, words with two or more digraphs, words ending in -ing and compound words. Reading words with -s making a /z/ sound and words ending -es /z/. Reading Practice Sessions 3x per week.	Poetry: Performance Poetry, Colour Poems The Hungry Caterpillar: Writing Opportunities include: Fact Sheets, Time Conjunctions linked to Life Cycles, Writing Simple Sentences. Learn new vocabulary through the use of non-fiction texts about growth and life cycles. Little Wandle Phonics: Phase 4. Reading words with short vowels and adjacent consonants and compound words. Reading words ending in suffixes: -ing, -ed, -est. Phase 4 Tricky Words. Reading Practice Sessions 3x per week.	Billy’s Bucket We’re Going on a Bear Hunt Writing Opportunities include: Story Writing, Descriptive Writing, Writing Simple Sentences (2 or more on the same subject). Through discussions about stories develop inference and prediction skills. Little Wandle Phonics: Phase 4. Reading words with long vowel graphemes and adjacent consonants. Reading words with suffixes: -ing, -ed, -est, -er. Review all Tricky Words taught. Reading Practice Sessions 3x per week.
Literacy Continuous Provision <i>Writing Opportunities in all Provision Areas throughout the year</i>	Pre-Writing Shapes ‘The Message Centre’ Name Writing	Rhyming Pairs Games, Name Writing, List Writing, Cards (Birthday and Christmas)	Story Sequencing Making own books Puppets and Props to retell stories	Letter Writing – Postbox, Stamps, Envelopes	Non-fiction books to explore Hungry Caterpillar Story Sack – retelling and sequencing.	Create a story cards, Drawing story maps, writing stories and making books.

Key Vocabulary	<i>Grapheme, phoneme, segment, blend, blurb, writer, author, illustrator, fiction, non-fiction.</i>	<i>Rhyme, rhyming string, list, card, invitation, birthday, The months of the year.</i>	<i>Digraph, trigraph, traditional tale, fairy story, sequence, re-tell, adjectives, describe, once upon a time, happily ever after.</i>	<i>Compound word, suffix, postman, letters, post, send, stamp, hospital, sentence, capital letter, full stop, finger space</i>	<i>Vowel, consonant, adjacent consonant, compound word, suffix, poem, verse, poetry, firstly, next, then, after that, finally, life cycle, fact, non-fiction.</i>	<i>Vowel, consonant, adjacent consonant, compound word, suffix, next, predict, story, imagine, beginning, middle, end.</i>
Mathematics						
Mathematics	White Rose Maths Units:	White Rose Maths Units:	White Rose Maths Units:	White Rose Maths Units:	White Rose Maths Units:	White Rose Maths Units:
Mastering Number Daily Session plus White Rose Maths	Match, Sort and Compare	1,2,3,4,5	Alive in 5	Length, Height and Time	To 20 and Beyond	Sharing and Grouping
	Measure and Patterns	Circles and Triangles	Mass and Capacity	Building 9 and 10	How many now?	Visualise, Build and Map
	It's Me 1,2,3	Shapes with 4 sides	Growing 6,7,8	Exploring 3D Shapes	Manipulate, Compose and Decompose	Make Connections
Mathematics Continuous Provision	<i>Counting Songs and Games</i> Making and continuing patterns Sorting Objects by colour, type, size Measuring length, weight and size – rulers, tape measures, scales. Counting and Matching Objects and Numerals.	Sorting and Matching 2D Shapes Comparing Shapes Shapes in the Environment Ordering Numerals Counting and Matching Number Games Number Lines and formation	Finding one more and one less Measuring – mass and capacity Dice and Domino Games Representing Numbers Making pairs and matching objects	Measuring length and height using rulers and tape measures Dice and Dominoes – Comparing, doubling and counting. Making bonds to 10 using objects Exploring even and odd numbers Sorting 3D shapes Using 3D shapes to find 2D shapes.	Counting games beyond 10 Verbal counting patterns e.g. Hundred Squares Adding two amounts using objects Taking away using practical resources Using shapes to create pictures Using shapes to create other shapes	Sharing objects equally Grouping objects by type, colour, size Finding and making doubles Make repeating patterns Give instructions to build and create models

Key Vocabulary	Match, same, different, sort, rule, more, fewer, bigger, smaller, longer, shorter, taller, heavier, lighter, balance, capacity, pattern, count, altogether, subitise, one more, one less, composition	Shape, circle, triangle, square, rectangle, corners, sides, same, different, altogether, how many, subitise, represent, one more, one less, part, whole, composition, first, then, before, after	Zero, how many, represent, subitise, one more, one less, whole, part, altogether, composition, heavier, lighter, mass, balance, more, fewer, capacity, measure, most, least, odd, even, pair, double, add	Length, long, short, height, tall, short, time, minute, tomorrow, yesterday, altogether, more, fewer, same, equal, represent, subitise, part, whole, one more, one less, bonds, double, add, even, odd, 3-d shape, cylinder, sphere, cube, cuboid, pyramid, cone, face, vertices, pattern	Ten, ones, pattern, before, after, how many, first, now, altogether, added, take away, more, less, rotate, arrange, smallest, largest	Equal, group, share, altogether, how many, odd, even, equal, doubles, pattern, repeat, same, different, position, front, behind, next to
RE						
RE	RE - Q1: Why are we all different and special? <i>Recognise their own uniqueness and that of others</i> <i>Talk about God's love and care for everyone</i>	RE – Q4: How do Christians celebrate Jesus' birthday? <i>Children will explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.</i>	RE – Q9: What makes a place holy? <i>Understand where people of different faiths worship.</i> <i>Know that places are special for different people. They can talk about their own special places and explain why.</i>	RE – Q11: How do you celebrate special times? <i>Understand that people of faith have special times of celebration. What do they do? How do they celebrate?</i> <i>Easter – Why is this important to Christians?</i>	RE – Q3: Why do Christians believe Jesus is special? <i>Listen to special stories about Jesus (miracles) and interpret them.</i> <i>Understand that every faith has special people.</i>	RE – Q6: Why did Jesus tell stories? <i>Understand the importance of the Bible as a special book for Christians.</i> <i>Give a simple explanation of what we can learn from Jesus' stories.</i>
RE Continuous Provision	Making Unique Fingerprint Pictures	Nativity Characters for Role Play	Books and Photographs of Places of Worship around the World	Easter Gardens	Writing a certificate for someone special.	Parable Story Books
Key Vocabulary	God, love, father, unique, Christians, Bible	Christmas, Jesus, Bethlehem, Mary, Joseph, shepherds, star	Church, Mosque, Temple, holy, Christians, Muslims, faith	Anniversary, Christening, baptism, wedding, celebration, funeral, Holy Spirit	Love, trust, compassion, generosity, courage, Jesus, miracle, Bible	Jesus, parable, Bible, gospels, God
Understanding the World						
Understanding the World Including:	Who am I? <i>My family, my home, my favourite things, my life story so far.</i>	What do we celebrate? <i>Birthdays, Bonfire Night, Remembrance Day, Christmas etc...</i>	Where do we live? <i>Our local area, aerial and OS maps of Ivegill and Carlisle, our planet in Space, drawing maps.</i>	Who helps us in our community? <i>Discuss people who help us – emergency services, farmers, vets etc...</i>	What is a life cycle? <i>Understand what a life cycle is, and how an animal changes over</i>	Where would you like to go? Discuss holidays and places we would like to visit around the world.

<p>People, Culture and Communities Past and present The Natural World</p>	<p><i>What are my five senses? Explore our senses and describe how things look, feel, taste, sound and hear.</i></p> <p><i>What are processes in the natural world? Discover sounds, light, shadows.</i></p> <p><i>How have I changed? Share photos and facts about how we have grown over time, and discuss key events from our lives so far.</i></p> <p>Computing: Computer Systems and Networks – Using a Computer</p>	<p><i>What do others celebrate? Diwali, Christmas around the World.</i></p> <p><i>Understand that people around the world have different celebrations and celebrate in different ways.</i></p> <p><i>How has the weather changed from Autumn to Winter? Seasonal changes in our local area. Autumn Walk into Ivegill Village</i></p> <p>Computing: Computer Systems and Networks – Using a Computer</p>	<p><i>Visit places of importance in our local area (Ivegill Christ Church).</i></p> <p><i>Where do other people live? Understand that there are different countries and cultures around the world. Compare and contrast to our local area.</i></p> <p><i>Weather – What is a cloud? What is rain?</i></p> <p><i>How can I look after our planet? Discuss ways we can care for the environment and why this is important.</i></p> <p>Computing: Programming – All About Instructions</p>	<p><i>Understand who we can go help us, and how they can help.</i></p> <p><i>How can I change the world? Discuss jobs and what we would like to do when we are older.</i></p> <p><i>How have jobs changed over time? Florence Nightingale.</i></p> <p>Computing: Programming – Using Bee-Bots and Coding Critters</p>	<p><i>time – caterpillars, butterflies, frogs etc...</i></p> <p><i>Where do animals live? Animal habitats around the world. Why are they suitable for those animals? What is it like there? Learn about camouflage and processes in nature.</i></p> <p><i>How do plants grow? Plant seeds and observe how they grow. Understand what a plant needs to grow and stay healthy.</i></p> <p>Computing: Data Handling – Sorting Groups, Branching Databases, Pictograms</p>	<p><i>What is life like in different countries around the World? Compare hot and cold climates. Compare cities to countryside locations. Compare the climate of our local area to that of others.</i></p> <p><i>How can we travel to other places? Explore different modes of transport. How have they changed over time? Amelia Earhart.</i></p> <p><i>How have holidays changed over time? Explore holidays in the past and compare and contrast to our experiences.</i></p>
<p>Understanding the World Continuous Provision</p>	<p>Sensory Experiences</p> <p>Family photos and photos of our life events.</p> <p>Torches and Boxes / Fabric for making shadows.</p>	<p>Objects from different celebrations to discuss e.g. A poppy, or Diya Lamp</p> <p>Making firework and Diwali patterns.</p> <p>Sorting objects and animals into seasons.</p>	<p>Maps of the World and Local Area, Atlases, Books about the world and other countries.</p> <p>Drawing maps – incorporate into play e.g. Pirate Treasure Maps.</p> <p>Aerial photographs of real and imaginary settings.</p>	<p>Bee-Bots and Coding Critters to be used independently.</p> <p>Emergency Services Role Play</p> <p>Superheroes</p>	<p>Gardening in the outdoor area.</p> <p>Building habitats and camouflaging small world animals.</p> <p>Ordering life cycle pictures.</p>	<p>World Maps and Atlases</p> <p>Books about other countries / transport.</p> <p>Making boats and rafts.</p> <p>Small World Objects/ settings/ photos from countries around the world.</p>

Key Vocabulary	<p>Family, parents, grandparents, auntie, uncle etc...</p> <p>Favourite, special, home, senses, touch, taste, smell, hear, see, sound, light, shadows, dark, process</p> <p>Computing: arrow, click, computer, cursor, drag, drop, keyboard, log in/out, mouse</p>	<p>Celebrations, special time, bonfire night, Guy Fawkes, bonfire, fireworks, Remembrance Day, poppy, soldier, around the world, Diwali, Rama, Sita, Diya Lamp, Rangoli, season, autumn, winter, conker, acorn, pinecone, leaves</p>	<p>Map, aerial view, Carlisle, Ivegill, city, village, countryside, Earth, planet, space, star, moon, community, culture, countries, continent, ocean, the same, different, hot, cold, weather, cloud, water, water cycle, rain, wind, evaporate</p> <p>Computing: algorithm, debug, describe, instructions, predict, sequence</p>	<p>Community, emergency, police, ambulance, firefighter, vet, farmers, help, jobs, Florence Nightingale, nurse, change, safe</p> <p>Computing: Algorithm, arrow, forwards, backwards, left, right, turn, debug, direction, programme.</p>	<p>Grow, seed, root, shoot, stem, leaves, petals, sunlight, water, soil, oxygen, carbon dioxide, life cycle, caterpillar, chrysalis, butterfly, metamorphosis, habitat, camouflage, changes, environment, adapted</p> <p>Computing: Altogether, bigger than, database, branch, database, category, column, row, equal, graph, least/most popular, pictogram, record, sort</p>	<p>Holidays, travel, country, seaside, ocean, beach, countryside, city, island, museum, passport, castle, camping, suitcase, transport, train, aeroplane, bus, ferry, climate, hotel, caravan, camping, cottage, cabin, postcard</p>
Expressive Arts and Design						
Expressive Arts and Design	<p>Self Portraits and Family Artwork</p> <p>Colour Mixing and Exploring Colour – Jackson Pollock. Children will learn the primary colour names and how these can be mixed into secondary colours. We will explore the work of Jackson Pollock and apply our colour knowledge to create our own artwork.</p> <p>Rhyme Time – Children will explore and learn key nursery rhymes. Singing and using actions to perform.</p>	<p>Firework Art</p> <p>Loose Parts and Transient Art – children will explore the loose parts in the classroom and discover how they can be used.</p> <p>Paintbrush Skills – Wassily Kandinsky. Children will use paintbrushes to create thick and thin lines and add detail to their artwork. Children will explore the artwork of Kandinsky and use their brush skills to create their own.</p> <p>Learning Songs and Performing in the Nativity Christmas Crafts</p>	<p>Exploring shape and drawing – Joan Miro. Children will explore drawing with different media – pencils, pens, crayons, pastels, chalk etc... Children will then study the artwork of Joan Miro and create their own drawings in this style, adding more detail to their work.</p> <p>Using our interests to create artwork using different mediums and processes.</p> <p>Playing untuned Instruments – Children will play a range of untuned instruments including body percussion.</p>	<p>Spring Changes – Observational Drawings – Georgia O’Keeffe. Children will look at her artwork and create their own observational artwork of flowers, nature and the landscape around them using a range of media. Children will purposely choose the colours they can see.</p> <p>3D Modelling Using Recycled Materials – Emergency Service Vehicles. Children will create their own models and learn a range of joining skills e.g. gluing, stapling, taping, weaving, hole punching.</p>	<p>Symmetry in Nature – Children will look at butterflies and other aspects of nature which show symmetry – e.g. reflections, leaves. Children will create their own symmetrical artwork.</p> <p>Camouflage and Animal Patterns - Eric Carle. Children will explore patterns in nature and animals. Children can use printing and a range of objects to create their own pattern.</p> <p>Creating our own music – Children will experiment with instruments and playing their own music in time and with differing tempo and dynamics.</p>	<p>Exploration using Clay – Children will look at modelling using clay and create their own piece.</p> <p>Under the Sea Artwork – Children to use the skills they have learnt throughout the year to create their own artwork, using the media, colours and style of their choice.</p> <p>Artist Study – Vincent Van Gogh. Children will look at the artwork of Vincent Van Gogh and evaluate which is their favourite and why. Children to recreate artwork in the style of Van Gogh.</p>

Expressive Arts and Design Continuous Provision	Colour Mixing and Exploration Fingerprint Painting Nursery Rhyme Cards	Loose Parts Paintbrushes of different thicknesses.	Drawing and Mark Making resources. Finish the drawing / prompts.	Junk Modelling – Joining Materials (Split Pins, Treasury Tags etc...) Observational artwork.	Drawing and creating artwork following instructions. Making symmetrical patterns using a range of objects and media.	Plasticine and Modelling clay. Books about Artists.
Key Vocabulary	<i>Nursery rhymes, actions, loud, quiet, fast, slow, clap, stamp, abstract, colour, splatter, flick, drip, colour names, mixing, primary colour, secondary colour, portrait, self, lighter, darker,</i>	<i>Primary colour, secondary colour, bold, thick lines, thin lines, circles, shapes, pattern, paintbrush, transient art, loose parts, moveable, creation, shape, patterns</i>	<i>Sequence, loud, quiet, fast, slow, percussion, instrument names, beat, shapes, drawing, squiggles, thin lines, thick lines, symbols, doodles, wash of colour, background,</i>	<i>Flowers, copy, colour, landscape, nature, observe, shape, watercolour, media, modelling, build, recycling, shorter, taller, stronger, glue, Sellotape, masking tape, joins, stronger,</i>	<i>Sequence, loud, quiet, fast, slow, percussion, instrument names, beat, symmetry, pattern, nature, camouflage, similar, different, reflection, spot, stripe, print, clear, smudge,</i>	<i>Sunflowers, oil painting, starry night, observational, soft, muted colours, background, inspiration, emotion, imagination, evaluate, like, dislike, clay, mould, cut, stick, slip, roll, wet, dry,</i>