

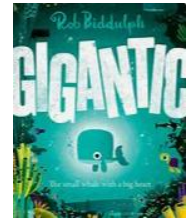
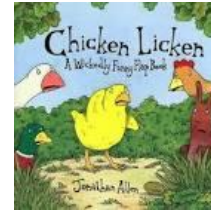
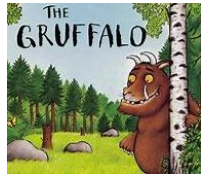
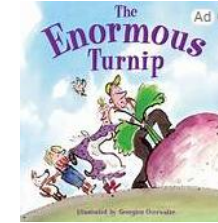
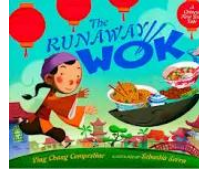
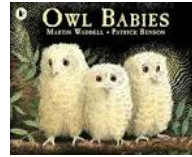
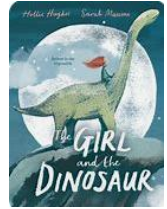
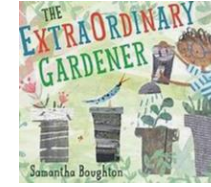
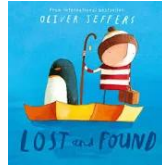
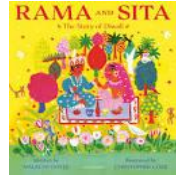
Salterlee Reception Yearly Overview



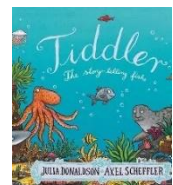
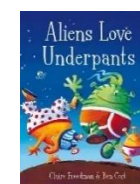
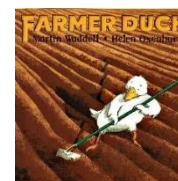
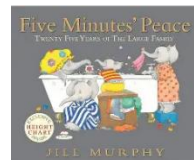
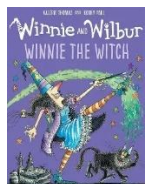
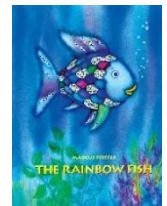
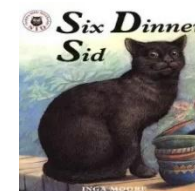
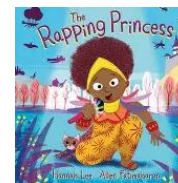
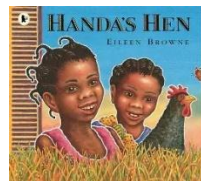
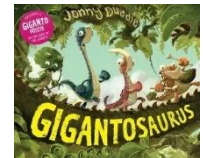
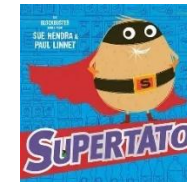
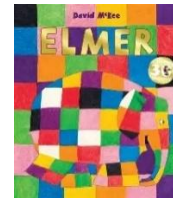
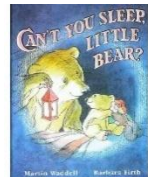
	Autumn 1 <i>Magical Me</i>	Autumn 2 <i>Festivals and Celebrations</i>	Spring 1 <i>Around Our World</i>	Spring 2 <i>Springtime on the Farm</i>	Summer 1 <i>Down at the bottom of the garden</i>	Summer 2 <i>Prehistoric Earth and Ocean Adventures</i>
Potential themes	<i>New beginnings</i> <i>Starting school</i> <i>Routines and rules</i> <i>Colour monster, emotions - happy, sad, excited, fear, anger, calm and love.</i> <i>All about me - my body, my senses, my home, growing up.</i> <i>Local area and maps</i> <i>Healthy choices</i> <i>Families</i> <i>Special People</i> <i>People who help us</i> <i>Halloween</i> <i>Harvest</i> <i>Autumn</i>	<i>Nocturnal and hibernations:</i> <i>UK animals - owls, badger, fox, bats and hedgehogs</i> <i>Light and dark.</i> <i>Feeling scared/worried</i> <i>Celebrations and Traditions -</i> <i>Diwali, Bonfire Night,</i> <i>Remembrance Day,</i> <i>Christmas</i> <i>Winter</i>	<i>Where do we live?</i> <i>Polar Regions</i> <i>Africa</i> <i>China</i> <i>Halifax (United Kingdom)</i> <i>Travel</i> <i>Transport</i> <i>Journeys</i> <i>Feeling surprised</i> <i>Winter</i>	<i>Farm animals</i> <i>Roles on the farm</i> <i>Where does our food come from?</i> <i>How do things grow?</i> <i>Spring</i> <i>Planting seeds / beans and looking after them</i>	<i>Nature & Growth - caring for plants and animals</i> <i>Life cycles - plants, butterflies, frogs, chicks</i> <i>Minibeasts exploration</i> <i>Caring for our planet</i> <i>Spring</i>	<i>Explorers</i> <i>Prehistoric world</i> <i>Fossils</i> <i>Animals - land or water?</i> <i>Saving the oceans</i> <i>Recycling</i> <i>Holidays</i> <i>Pirates</i> <i>Seaside</i> <i>Beach</i> <i>Under the sea</i>
Festivals and Celebrations	Harvest Halloween	Bonfire Night Remembrance Day Diwali Hanukkah Christmas	Chinese New Year Valentines Day	Shrove Tuesday World Book Day Eid Science week Mother's Day Easter	St George's Day Earth Day Sun Awareness Week World Bee Day	Father's Day Transition

Events and experiences	Starting school Share photos of their families - add onto class family tree Talk about their home Caring for our bodies Exploring 5 senses People who help us visits Halloween disco Autumnal walks around the local area	Bonfire Night Remembrance Day Diwali celebrations Road safety week Hanukkah celebrations Christmas celebrations Posting letters to Santa Nativity performance Winter begins	Chinese New Year. Valentines' day, Local Library visit Winter walks around the local area	Shrove Tuesday World Book Day Eid Celebrations Science Week Mother's Day Farm local area walks Easter celebrations / Easter hunt Observe life cycle of a plant Spring begins	Earth Day Sun Awareness Week World Bee Day Observe life cycles - caterpillars/butterflies, frogspawn/tadpoles/frogs, chicks/chickens. Spring walks / Minibeast hunt around the local area	Summer. Father's Day, Sports day, Transition Beach Trip Summer walks around the local area
Nursery rhymes	Head Shoulders Knees and Toes Happy and you know it Pat-a-Cake Pat-a-Cake Dingle Dangle Scarecrow Dem Bones	All the leaves are falling down It's raining it's pouring Twinkle twinkle Remember remember 5th of November Jingle bells Christmas/Nativity songs	Five little polar bears Penguin dance The wheels on the bus I'm a little teapot Row your boat	Old MacDonald Five little ducks went swimming Baa baa black sheep Little Bo Peep	Incy Wincey spider Little green frog One potato, two potato Ten in a bed	Dinosaur, Dinosaur turn around A Sailor went to sea sea sea Once I caught a fish alive Sea Shanty
Say a Poem - Read Write Inc	Moving & Growing - Amazing me! School & Community - Make a friend School & Community - Our Class Feelings & Wellbeing - Clean Hands Feelings & Wellbeing - Brush your teeth	School & Community - Let's Learn School & Community - Join in Nature & Seasons - Tingly Fingers Speech & Language - The Owl Speech & Language - Too Hot Chocolate	Nature & Seasons - Winter School & Community - Pancake Rap Fun & Imagination - Planes Playing & Exploring - Brum Brum Nature & Seasons - Our Planet	Animals & Beasts - Hullabaloo Animals & Beasts - Noisy Farm Playing & Exploring - Dough Nature & Seasons - A Spring in your steps School & Community - The Easter Bunny	School & Community - Say Sorry Animals & Beasts - Shiny Snail Animals & Beasts - Hatching Animals & Beasts - Beautiful Butterfly Animals & Beasts - Wiggly Worm	Animals & Beasts - Tyrannosaurus Rex Speech & Language - Splash! Feelings & Wellbeing - Feelings are like weather School & Community - Collect for the compost

Literacy
texts



Talk
Through
Stories
texts -
Read Write
Inc



Literacy Word Reading & Phonics – following Read Write Inc	Hear general sound discrimination. Hear and recognise initial sounds in words. Identify rhythm, rhyme, alliteration. Begin to blend sounds into words orally Read 16 single letter Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e	Know grapheme phoneme correspondence. Blend sounds into words orally (CV / CVC) Orally segment words (CV / CVC) Read all 25 Set 1 single letter sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x	Blend and segment known sounds for reading and spelling CV / CVC / CCVC / CVCC Read all 25 Set 1 single letter sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Read short Ditty stories Read Tricky Red Words – I, the	Recognise Special Friends (consonant digraphs) Read 31 sounds (Set 1 Special Friends) Set 1 sounds – m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Set 1 special friends – sh, th, ch, qu, ng, nk. Read Red Storybooks Read Tricky Red Words – I, the, no, of my	Read 35 sounds (4 double consonants) Set 1 sounds – m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Set 1 special friends – sh, th, ch, qu, ng, nk. Double consonants – ff, ll, ss, ck Read Green Storybooks Read Tricky Red Words – he, your, said, you, be, are (Revisit previously taught Tricky red words)	Read 41 sounds (first 6 Set 2 sounds) Set 1 sounds – m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Set 1 special friends – sh, th, ch, qu, ng, nk. Double consonants – ff, ll, ss, ck Set 2 sounds – ay, ee, igh, ow, oo, oo Read Green Storybooks Read Tricky Red Words – he, your, said, you, be, are (Revisit previously taught Tricky red words)
Literacy	Reading Comprehension Join in with rhymes, songs and poems Encourage children to hold a book correctly and turn the page Understand that books have a beginning and an end Listen to and enjoy sharing a range of books (fiction and non-fiction) Know that text in English is read from left to right Recognise pictures and illustrations Spot familiar words in books Writing	Reading Comprehension Sequence two events from a familiar story Discuss and listen to a range of books (fiction and non-fiction) Be asked questions linked to the books that are read to them Use texts and images to answer simple questions Writing Continue to develop phoneme grapheme relationships Show increasing control when making marks and drawing Mirror adults' writing behaviours through modelling	Reading Comprehension Have favourite books and rhymes Say what they like or dislike about a story Use images to help them read Become increasingly confident in understanding new words in stories Use a book's front cover and blurb to make predictions Writing Record letters for initial and end sounds Build and record CVC words	Reading Comprehension Adapt, role play or use vocabulary from stories they have read or heard in play Join in with well-known repeated stories Show increasing confidence in sequencing a story Suggest endings to a story using the front cover, blurb and beginning to support ideas Writing Build and record CVC and CVCC/CCVC words using known graphemes Use writing during play activities	Reading Comprehension Use events in a story to suggest what might happen next Know the difference between fiction and non-fiction and talk about both types of texts Correctly sequence a story. Use "because" to give a reason when answering "why" questions about a text Rehearse and recall rhymes and stories Remember actions to well-known rhymes Writing Exposure to caption and simple sentence writing	Reading Comprehension Shares opinions about books (events, likes and dislikes) and explains why Knows and uses key vocabulary from a range of books Continues to develop role play using storylines from books read to them Recalls many parts of a text with accuracy Writing Write for a range of purposes Write short sentences (sometimes using finger spaces, capital letters and full stops) Compositional Skills

	Write name (using a name card or from memory) Develop an awareness that writing communicates meaning Give meaning to marks <u>Compositional Skills</u> Form the basic understanding of compositional skills through talk	Use some recognisable letters and own symbols, including name writing and initial sounds <u>Compositional Skills</u> Understand that thoughts and stories can be written down through adult modelling Use talk to link ideas during conversations and play Use talk to clarify thoughts and feelings	<u>Compositional Skills</u> Orally sound out CVC words.	Begin to writ captions (where appropriate) <u>Compositional Skills</u> Orally compose a caption and hold it in memory before writing it.	Copy or create a simple caption Continue to build on knowledge of letter sounds when writing <u>Compositional Skills</u> Write a simple sentence (focus on finger spaces to being with).	Write simple sentences with some finger spaces (working towards using capital letter and full stop)
Maths – White Rose Maths	Getting to know you (baseline) Match, Sort & Compare Talk about measure and patterns	It's Me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time	Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Communication and Language	<u>Listening, Attention and Understanding</u> Begin to listen to others Sit on the carpet and show some attention during adult-led input Join in with story time, rhymes, and poems Respond appropriately when given an instruction Follow simple one-step instructions Begin to understand simple "why" questions <u>Speaking</u>	<u>Listening, Attention and Understanding</u> Develop listening skills when being spoken to Continue to listen to a range of new stories Pay increased attention on the carpet and during guided activities Begin to understand why paying attention is important Respond to questions based on a text that has been read to them Discuss events in stories and begin to ask questions	<u>Listening, Attention and Understanding</u> Listening skills continue to develop across different situations Show a good level of attention and concentration Be attentive during classroom activities (adult-led and independent) Make predictions about what might happen next in a story Discuss both fiction and non-fiction books <u>Speaking</u>	<u>Listening, Attention and Understanding</u> Listen in and out of school, paying attention to the person who is speaking Understand that listening is important to keep ourselves and others safe Maintain attention in a range of different contexts Show sustained attention to both peers and adults Show a good understanding of texts that have been read through recall	<u>Listening, Attention and Understanding</u> Listen in a range of different situations Listen while taking part in a guided activity and remain on task Develop attention skills to both listen and continue with an activity Follow clear three-part instructions Show understanding of questions through talk and actions	<u>Listening, Attention and Understanding</u> Show good listening skills Listen to peers, adults, and new people with increasing skill Attend to others during play and shared activities Show good levels of attention during learning tasks Ask questions and request clarification on new knowledge Retell a story and demonstrate a good understanding Explain themselves if they are misunderstood

	Speak in simple sentences Speak to others during play and continuous provision Join in with rhymes, songs, and poems Use talk to interact with peers and adults in familiar contexts	Follow clear two-step instructions Learn about rhyme and alliteration <u>Speaking</u> Respond appropriately to others in conversations Use expression to communicate meaning Start conversations with familiar adults Take turns in conversations and begin to share past experiences	Continue to build positive relationships with peers Take turns when speaking and responding to peers and adults Use talk within pretend play to develop ideas Explain ideas and events using speech Describe people, objects, and events using increasing detail Talk using present tense in everyday communication	Ask questions to clarify understanding and confirm knowledge <u>Speaking</u> Converse with adults and peers throughout the day and in play Use talk to resolve conflict, discuss ideas, and give reasons Use newly learnt vocabulary in responses Use talk to clarify thinking and ideas Speak in well-formed sentences Use speech to reason and problem solve Verbally tell stories	Ask and answer questions appropriately <u>Speaking</u> Keep play going by conversing and extending conversations Use new knowledge and vocabulary in conversation and play Explain how things work, what has happened, and why Solve problems, reason with others, and resolve friendship issues through speech Begin to add more detail into spoken sentences Describe events and experiences from their own life to others	<u>Speaking</u> Speak clearly in well-formed sentences Use new vocabulary in different contexts Understand and use a wide range of words in conversation Create imaginative stories during play Use past, present, and future tense in conversations with others
Personal, social and emotional development	Talk about feelings and emotions. Listen to and begin to follow rules and routines. Develop an awareness of themselves and form their own opinions. Become more independent when coming into school and getting ready for home time. Use the toilet independently most of the time. Begin to ask for help when needed.	Take turns and share with others. Begin to consider the feelings of others. Identify and name their own emotions. Do things independently because they want to. Use their own preferences to choose activities and experiences. Put on their coat independently and develop	Develop an understanding of who they can speak to when they are upset and ways to calm themselves down if needed. Become proud of themselves for achieving things. Follow and encourage others to follow the school behavioural expectations. Explain reasons for rules, know right from wrong and try to behave accordingly.	Express their interests, likes and dislikes. Begin to understand why listening is important. Recognise what makes them happy. Understand what keeps us healthy. Look after their own personal needs and hygiene needs at school. Develop resilience and perseverance when working independently.	Share, take turns, reason and look after each other. Apologise if they accidentally hurt someone or make them upset. Follow instructions. Talk about and share what they have achieved. Show confidence when trying new things. Continue to develop resilience and perseverance independently.	Develop emotional awareness and maturity in different situations. Use reasoning to solve problems and find resolutions with friends. Continue to develop independence and manage their own behaviour. Recognise themselves as a valuable individual and feel proud of their achievements. Looking after themselves and understand healthy lifestyle choices.

	Develop confidence to form positive relationships with peers and adults in their new setting. Learn about keeping safe through "Be Bright, Be Seen" road safety awareness. Understand how to stay safe at Halloween, including trick-or-treating safety.	confidence using buttons and zips. Continuing to develop positive relationships with others. Know that it is okay to ask an adult for help. Learn about Bonfire Night safety. Develop an understanding of fire safety.	Continue to become more independent in everyday routines. Independently make healthier food choices. Continue to develop friendships and enjoy playing together. Learn about road safety. Develop an understanding of ice, snow and water safety during Winter.	Continue to build relationships with others through play and conversations. Confidently speak to and engage with many of their peers.	Continue to look after and care for themselves. Continue to build strong relationships with other children. Show care, kindness and consideration towards their peers. Learn about sun safety.	Build resilience, independence and perseverance to support them through transition into KS1. Independently recognise when they may have hurt someone's feelings and apologise without being prompted. Understand that other children may like or dislike different things to them and recognising that this is okay. Look after each other and want to help their peers. Learn about water safety.
Physical Development	Develop skills that are needed to manage the school day successfully. Gross Motor Begin to use core muscle strength to achieve a good posture. Begin to safely use tools and equipment. Fine Motor Begin to use pencils and other equipment. Make snips in paper either using one hand or two.	Revise and refine fundamental movement skills. Gross Motor Begin to develop overall body strength, balance, co-ordination and agility. Fine Motor Continue to develop fine motor skills. Begin to learn correct letter formations and use in writing.	Further develop and refine a range of balls skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Gross Motor Continue to develop overall body strength, balance and coordination. Developing ability when dancing to music. Fine Motor Develop an effective pencil grip. Develop skills when using tools.	Know and talk about the different factors that support their overall health and wellbeing. Gross Motor Negotiates space successfully and adjust to speed and direction. Showing increasing control with a ball. Fine Motor Form recognisable letters with an effective pencil grip.	Combine different movements with ease and fluency. Gross Motor Use equipment safely with consideration to others. Move in a range of ways confidently. Fine Motor Confidently use scissors and small tools. Begin to use a tripod grip to draw and write accurately.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gross Motor Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Fine Motor Use the tripod grip. Use a range of small tools. Show accuracy when drawing.

Physical Education (PE)	<u>Me and myself</u> Step 1: Getting changed into a PE kit. Step 2: My body. Step 3: Parts of the body. Step 4: Senses. Step 5: On the move. Step 6: Can you...	<u>Working with Others</u> Step 1: Cooperating. Step 2: Sharing. Step 3: Taking turns. Step 4: Helping others. Step 5: Working with a partner. Step 6: Working together.	<u>Movement Development</u> Step 1: How to move. Step 2: How to move safely. Step 3: Exploring movements. Step 4: Moving in different ways. Step 5: Moving in different directions. Step 6: On the move.	<u>Throwing and catching</u> Step 1: Stopping and receiving. Step 2: Rolling and sending. Step 3: Catching the basics. Step 4: Throwing the basics. Step 5: Catching the ball. Step 6: With a partner.	<u>Ball skills</u> Step 1: Exploring the ball. Step 2: Ball control. Step 3: Moving with the ball. Step 4: Collecting and stopping. Step 5: Bouncing. Step 6: With a partner.	<u>Fun and games</u> Step 1: Awareness to others. Step 2: Movement games. Step 3: Senses games. Step 4: Ball games. Step 5: Parachute games. Step 6: Simple games. Sports day - Practise activities focused on a range of skills taught from the year .
Religious Education (RE) - <i>following the New Calderdale syllabus.</i>	Which places are special to members of our community?	Why are some objects special?	Who cares for me and how do I help others?	Who belongs in my family and community?	How do people celebrate special times?	How do we care for the world?
Scientific skills and Knowledge	Science - Throughout the year the children will learn about seasonal changes -Know the name of the current season. Describe how the seasons can affect the natural world and how things grow. Know and describe the seasonal weather.					
	Our bodies - Name different body parts that can be seen. Know and talk about the different factors that support their overall health and wellbeing. what is inside our bodies, healthy and unhealthy foods, sleep, water, toothbrushing.	Light and dark/Animals - Name and identify nocturnal animals. Develop an understanding of daytime and nighttime. Develop an understanding of shadows and reflection.	Animals -Understand some important processes and changes in the natural world-changing states of matter. Know some similarities and differences between the natural world around them and the polar regions, describing Arctic habitats. Know the correct basic vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live. Make observations of animals and plants and explain why some things occur.	Plants - Children can name parts of a plant and what it needs to grow. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle. Name some common plants and where they grow.	Life cycles and minibeasts - Children are confident at naming a range of animals and where they live (habitat). Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles).	Materials -Explore a range of materials-identify and name wood, plastic, glass, metal, water, paper. Sort objects by the material they are made from. Begin to describe materials using our senses. Know some simple properties of materials. Know what materials can be recycled and why this is important.

Understanding the world	Chronology -Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Enquiry - Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. Respect - Children respect special things in their own lives. Mapping - Children can draw a simple map and listen to stories with maps. Children recognise some common signs.	Chronology-Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry- Children find out about key historical events and why and how we celebrate today EG: Remembrance Day, Christmas Day, Diwali. Respect - Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Mapping - Children use positional language.	Chronology- Visually represent their own day on a simple timeline. Use language of days of the week, months of the year. Use language of past/present. Enquiry - Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Respect - Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Mapping - Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.	Chronology- Children talk about and understand changes in their own lifetime and what happens when they get older. Enquiry- Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Enquiry - How farming has changed overtime. Comparing now and then methods and machinery. Life of a farmer now and then. Respect - Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. Mapping- Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves - Google Maps.	Chronology- Children to recount an event orally, pictorially and/or written. Enquiry - Children know that you can find out information from different sources Respect - Children know that different places are special to different people. Mapping- Children can draw information from a simple map and identify landmarks of our local area walk.	Chronology- Children can order experiences that have happened to them and in stories they have read. Enquiry - Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these. Respect - Children can compare and contrast different places. Children show respect to one another and to animals. Mapping- Children can create own maps using grid paper and symbols (x marks the spot treasure maps)
Expressive arts and design	Music - Exploring voices-singing simple well-known songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.	Music - Nativity performance-joining in with the words and using actions.	Music - Exploring musical instruments including body percussions. Playing instruments in time and in simple composition.	Music - Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.	Music - Singing a range of familiar nursery rhymes and songs - singing sometimes in tune. Talk about how music makes me feel.	Music - Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments.

Mark making and drawing - Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Colour -(Knowledge) Know the names of many colours and uses these in their work. Painting - (Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term. Printing-(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this. Textiles & materials - (Understanding) Children exploring the available materials within their new setting. Modelling & 3D work - (Understanding) Children being shown the loose parts in the class and being shown how they can be used. Cutting skills -(Skill) Children being shown how to scissors to make snips safely.	Mark making and drawing - (Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Colour -(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Painting - (Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Printing - (Skill) Children being introduced to larger printing tools to be used indoors and outdoors. Textiles & materials - (Skill) Children being shown how to use junk modelling materials to build and construct models. Modelling & 3D work -(Skill) Children being shown how to use simple joins when using different materials to create Cutting skills -(Skill) Children building confidence and skill in using scissors.	Mark making and drawing - (Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Colour -(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Painting - (Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Printing - (Skill) Children exploring printing tools - both natural and man-made e.g. leaves and ear buds. Textiles & materials - (Knowledge) Exploring different types of materials and what their properties and uses are. Modelling & 3D work -(Skill) Children making models and creations for their own pleasure and for events and celebrations. Cutting skills -(Skill) Children building confidence and skill in using scissors.	Mark making and drawing - (Skill) Continue with the development with observational drawing e.g. linked to Spring. Colour -(Skill) Exploring the colour work of Andy Goldsworthy - Nature. Painting - (Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Printing - (Skill) Children exploring how patterns can be printed. Textiles & materials - (Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Modelling & 3D work - Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3D sculptures. Cutting skills -(Skill) Children building confidence and skill in using scissors	Mark making and drawing - (Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Colour -(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour. Painting - (Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Printing - (Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns. Textiles & materials - (Skill) Children being taught how to weave, looking at man-made weaving materials. (Bookmarks) Modelling & 3D work -(Skill) Children specifically using certain materials for their own ideas. Cutting skills -(Skill) Children using scissors independently and safely.	Mark making and drawing - (Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. Colour -(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used. Painting - (Skill) Children knowing what they want to paint and why using their imagination and feelings - they can explain why they've chosen their materials and how they may do it differently next time. Printing - (Skill) Children printing pictures using the skills and knowledge learnt throughout the year. Textiles & materials - (Skill) Children continuing to learn to weave and exploring weaving. Looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Modelling & 3D work -(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Cutting skills -(Skill) Children using scissors to support them in their creations.
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	Artist studies Throughout the year the children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.		
	Imagination and Roleplay - Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.	Imagination and Roleplay - Children using the stories they know and have heard in school to roleplay them. Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.	Imagination and Roleplay - Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.