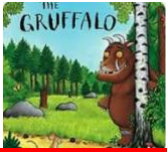
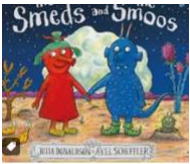
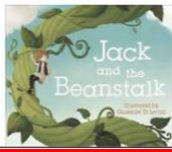
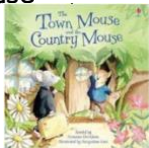
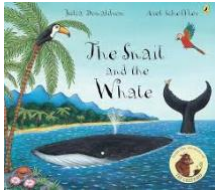


## Early Years Foundation Stage

|                                                                                                                      | Autumn 1                                                                                                                                                                                                      | Autumn 2                                                                                                                    | Spring 1                                                                                                                                                                                                              | Spring 2                                                                                                                                                                                                                  | Summer 1                                                                                                                 | Summer 2                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Life in all its fullness YA</b>  | Local woods                                                                                                                                                                                                   | Pantomime                                                                                                                   | Mrs Dowson's Farm                                                                                                                                                                                                     |                                                                                                                                                                                                                           | Imagine That!                                                                                                            | Transition Picnic                                                                                              |
| <b>Additional Events</b>            | Harvest                                                                                                                                                                                                       | Bonfire Night<br>Diwali<br>Christmas                                                                                        | Chinese New Year                                                                                                                                                                                                      | Shrove Tuesday<br>Holi                                                                                                                                                                                                    | Mother's Day<br>Ramadan/Eid<br>Father's Day                                                                              | Eid                                                                                                            |
| <b>Spiritual root</b>               | Corinthians 13:4-5: "Love is patient, love is kind."<br><br>Peter 4:8: Above all, love each other deeply, because love covers over a multitude of sins.                                                       | Isaiah 9:6-7<br>For to Us a Child is born.<br><br>John 1:29 - Behold, the Lamb of God, who takes away the sin of the world! | John 3:16 "For God so loved the world, that he gave his only begotten Son"<br><br>Luke 24: 6 - 7 He is not here; he has risen!                                                                                        | Genesis 1:24 And God said, "Let the earth bring forth living creatures according to their kinds—livestock and creeping things and beasts of the earth according to their kinds." And it was so.                           | Deuteronomy 31:6 Be strong and courageous.<br><br>Ephesians 6:10 Finally, be strong in the Lord and in his mighty power. | Jeremiah 29:11 For I know the plans I have for you<br><br>Philippians 4:6- 7 Do not be anxious about anything. |
| <b>Topic title</b>                                                                                                   | Balderstone Brook                                                                                                                                                                                             | Balderstone families                                                                                                        | Balderstone Beasts                                                                                                                                                                                                    | Balderstone Beans                                                                                                                                                                                                         | From London to Balderstone                                                                                               | Balderstone and Beyond                                                                                         |
| <b>Book Spine</b><br><br><b>(Retell the story)</b><br><br><b>YB</b>                                                  | The Gruffalo <br> <b>Learn by heart</b> | The Smeds and the Smoos                  | Hungry Caterpillar <br> <b>Learn by heart</b> | Jack & the Beanstalk <br> <b>Learn by heart</b> | Town Mouse, Country Mouse           | Snail and the whale       |



Room on the Broom



Stick man



Nursery rhymes

Tommy Thumb

Head, Shoulders,  
Knees and Toes

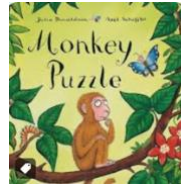
I've got a body

One Finger, One  
thumb keep moving

The Bear went over  
the mountain

Dance Thumbkin  
Dance

Monkey Puzzle



NF: Poppies

Nursery rhymes

I'm a little teapot

Polly Put the Kettle on

Jack and Jill

Miss Polly had a dolly

Rain, Rain Go away

Diddle Diddle  
Dumpling

NF: How to make a  
chocolate mug cake

Nursery rhymes

Old Macdonald had a  
farm

Two little Dickie Birds

Busy Farmer Ben  
(BBC.co.uk)

I went to visit a fram  
one day

Baa Baa Black Sheep

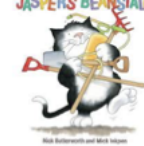
Little Bo Peep

The farmer's in his  
den

Jack & the  
Jellybeanstalk



Jaspar's Beanstalk



NF: The Tiny Seed



Nursery rhymes

Round and Round the  
garden

5 little Ducks went  
swimming one day

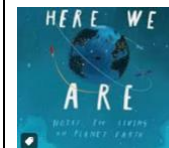
Five little speckled  
frogs

Mary, Mary quite  
contrary

All Aboard the  
London Bus



NF: Here We Are



Nursery rhymes

Pussy Cat, Pussy Cat

The Wheels on the Bus

Horsie, Horsie

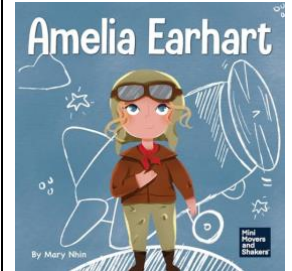
London's burning

London Bridge is  
falling down

Old King Cole

Grand old Duke of  
York

NF:  
Ameila Airhart



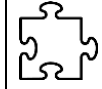
Nursery rhymes

Ten fat sausages

Ten green bottles

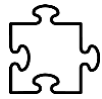
Ten in a bed

Humpty Dumpty

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>UTW</p> <p>Pre school</p> <p>Reception</p> |  Body parts: head, shoulder, knees, toes.<br>The body parts ears, eyes, nose, mouth, tongue, fingers, hands, skin.<br><br><p><b>Oral hygiene</b></p>  <p>Knowledge of things found in nature: name a leaf. They know that leaves grow on trees, fall from trees, can change colour and be different shapes.</p> <p>magnifier laptop On tree stand</p>  <p>Knowledge about school community – teacher, office,</p> | <p>Use all their senses in hands-on exploration of natural materials – ice<br/>Explore the natural world around them.</p>  Hot, cold, warm, freezing, water, ice, icicle, melt, boiling, fire, sun<br><br><p>Talk about the differences between materials and changes they notice</p>  Melting, softer, runny,<br><br> Ice melts and turn back into water when it warms up. | <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary<br/>Life cycles, mummy, baby</p> <p>Show interest in different occupations – farmer</p> <p>There are different types of farms. Some farmers grow plants for us to eat and others raise animals.</p> <p>Talk about the differences between materials and the changes they notice – cooking and melting.</p> | <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p> <p>Plant seeds and care for growing plants.</p>  Plants grow.<br><br><p>Plants need light to grow. Plants need water. Plants need something to grow on. Most plants need food. A tree is a plant. Blossoms are flowers.</p>  Seed, bulb, stem, leaf, petal, root, flower, bud, blossom, tree | <p>Use all their senses in hands-on exploration of natural materials<br/>Bumpy, absorbent, squashy, brittle, Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p>  shells, pebbles, sand<br><br><p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice<br/>Floating and sinking<br/>Water safety</p> <p>Recognise some environments that are</p> | <p>Use all their senses in hands-on exploration of natural materials</p>  Rocks:- small, large, round, smooth. Jagged/heavy /light<br><br><p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary<br/>Different types of rocks/stones/pebbles</p> <p>Explore how things work</p> <p>Show interest in different occupations<br/>Pioneer (Amelia Bearhart)</p>  What is a pioneer, aeroplane, explore, journey, travel, landing. |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|  | <p>dinner hall, cook, cleaner, buddy, class, classroom, playground, church, coach, dinner lady.</p> <p>Draw information from a simple map- Trip to the local woods. Look at maps of local area.</p> <div data-bbox="400 635 495 730"></div> <p>Village, Balderstone, woods, Commons Lane, forest, school, field, road, brook, path, kissing gate, style,</p> <div data-bbox="405 1011 517 1123"></div> <p><b>We go to school in Balterstone. Balderstone is a village. We have a woods nearby. A wood is full of trees. A map shows us where places are and how to get to places.</b></p> | <p><b>Water freezes when it is very cold and turns into ice.</b></p> <p><b>Things can change when they are hot or cold.</b></p> <p>Name and describe people who are familiar to them<br/>Parents, brother, sister, auntie, uncle, grandparents (alternative names in different cultures)</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <div data-bbox="698 1031 792 1126"></div> <p>Diwali, celebrations, festival, candle, light (light source), lamp, Sikh, Hindu</p> <div data-bbox="698 1340 810 1452"></div> <p><b>Diwali is a special time for</b></p> | <div data-bbox="996 102 1108 213"></div> <p><b>Material is what something is made from.</b></p> <p><b>We cannot get the ingredients back-changed by heating</b></p> <p>Understand the key features of the life cycle of an animal – caterpillar to butterfly.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <div data-bbox="996 932 1108 1043"></div> <p><b>Living things grow and die. Talk about the life cycle of Lambs/sheep, calves/cows Caterpillars/butterflies</b></p> <p>Begin to make sense of their own life story and family history. How have I changed?</p> | <p>Understand the effect of changing seasons on the natural world around them<br/>Spring tree – blossom take photo</p> <div data-bbox="1292 383 1404 494"></div> <p><b>Spring, sorts of weather – clothing, animals, types of weather for the season. Spring is the season that comes after winter. The weather starts to get warmer and it is time when we start to see baby animals.</b></p> <div data-bbox="1292 900 1386 995"></div> <p>Breeze, showers, sunny, cool, damp, March, April, May</p> | <p>different from the one in which they live</p> <p>Understand that some places are special to members of their community(RE)<br/>Visit to church.</p> <div data-bbox="1583 475 1677 571"></div> <p><b>Comment on images of familiar situations in the past</b><br/>Transport</p> <div data-bbox="1583 737 1677 833"></div> <p>Old, new, modern, past, now, change, transport, bus, train, areoplane</p> <div data-bbox="1583 1031 1700 1142"></div> <p><b>Transport is how people get from one place to another. In the past, people did not have cars and horses were used to carry people and deliveries.</b></p> | <p>Recognise some environments that are different from the one in which they live</p> <p><b>A jungle is the same as a rainforest. The sea touches the land.</b></p> <div data-bbox="1883 635 1995 746"></div> <p><b>There are hot and cold places in the world. A globe is a model of the Earth. The world is another word for the Earth. The top and bottom of the Earth are cold. The middle of the Earth is hot. Green shows land where things grow. Blue shows water. White shows ice. Yellow shows dry places.</b></p> <p>Compare and contrast characters from stories, including figures from the past.</p> |
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Talk about the differences between materials and the changes they notice.



Light, dark, shadow, block,

shine.



Light can shine through some materials but not others. When you block out the light, it creates a shadow.

Link to Gruffalo – can you make the mouse grow bigger using shadow puppet?

Understand the effect of changing seasons on the natural world around them – tree, signs of autumn, names on autumn leaves. Photo of tree outside school

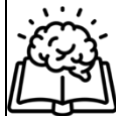


Autumn is a season.

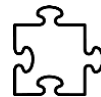
**Sikhs and Hindus.**  
**Visitor to come in to talk about Diwali.**

A celebration is a time of fun and happiness.

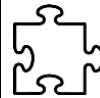
Understand the effect of changing seasons on the natural world around them



Winter is the season that comes after Autumn. In winter, the weather gets colder. We need to start wearing coats, hats, scarves and gloves.



Winter, December, January, February, cold, snow, frost, ice, slippy, Remembrance Day There were 2 world wars and there were people in the wars who helped us



Change, same, different, similar, baby, toddler, child, growing



I am now. \_\_\_ years old. This means I have been alive for \_\_\_ years. I can do things now that I couldn't do when I was a baby or a toddler.

Recognise that people have different beliefs and celebrate special times in different ways.

Foods and celebration foods linked to RE

Compare and contrast characters from stories, including figures from the past.



A character is a person in a story.



Real, pretend, made up, real life, not real life, character, queen, king, master, dame (lady), Queen Elizabeth, King Charles, then and now.



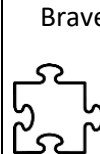
London is the capital city of England which is the country we live in.

Recognise that people have different beliefs and celebrate special times in different ways. Ramadam/Eid



Amelia Earhart– make link for KS1

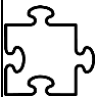
history explorers. Ameila was the first female to fly across the Atlantic ocean.



Brave, courageous Unknown Explore Change difficult choice

Explore the natural world around them.

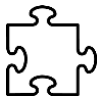
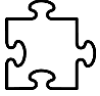
Summer

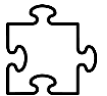


Sunny, warm / warmer, hot/hotter, shorts, t-shirt, sun cream, sun hats, June, July, August



Summer is the season that comes after Spring. The weather usually gets warmer and we wear

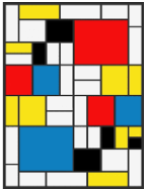
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|               | <p>The weather is how hot, cold, wet or dry it is.</p> <p>We measure time in days, weeks, months and seasons.</p> <p>The seasons change.</p>  <p>Autumn, September, October, weather, wind, cloudy, warm, rainy, cool,/cooler wet/wetter, stormy, thunder, lightning, dark/darker, sunny, months, days of week.</p> |                                                                                                                       |                                                                                                                 |                                                                                                                        | <p>My First Eid</p>  <p>Fasting, feast, Eid, sunrise, sunset, gifts, clothes, prayer.</p>  <p>Eid is a celebration for Muslims.<br/>Eid is a special time after Ramadan.<br/>Ramadan is a time for fasting.<br/><u>Visitor to come in to talk about Eid celebrations.</u></p> <p>Understand the effect of changing seasons on the natural world around them – tree summer</p> | <p>clothes to help keep us cool. It is important to wear sun cream to protect our skin from the sun.</p> <p>Describe what they see, hear and feel whilst outside</p> |
| FOREST SCHOOL | <p>Use all their senses in hands-on exploration of natural materials [hard/soft/smooth/rough]</p> <p>Explore collections of materials with similar and/or different</p>                                                                                                                                                                                                                              | <p>Describe what they see, hear and feel whilst outside</p> <p>Hot and cold focus – how to dress for the weather.</p> | <p>Use all their senses in hands-on exploration of natural materials [spiky/prickly/long/short, bendy/light</p> | <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore the natural world around them.</p> | <p>What is the countryside?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Use all their senses in hands-on exploration of natural materials</p> <p>Rocks:- small, large, round, smooth.<br/>Jagged/heavy /light</p> <p>Natural weaving</p>  |

|                                                        |                                                                                                                                                                                                                                                                                                  |                              |                                                                                                                                                                                                                                                                                                                                                                           |                                                |                                                |                           |
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|                                                        | <p>properties. Talk about what they see, using a wide vocabulary</p> <p>Conkers, fallen leaves collection/group/ Sorting, feel, touch</p> <p>Adjectives – soft, hard, smooth, rough, spiky, dry, crispy, wet</p> <p>Colour - brown, red, orange, yellow, green, black</p> <p>Floating sticks</p> |                              |                                                                                                                                                                                                                                                                                                                                                                           | Look for examples of different plants growing. |                                                |                           |
| <b>PSED</b><br><b>R</b>                                | Coram: Being my Best!                                                                                                                                                                                                                                                                            | Coram: Me & My Relationships | Coram: Growing & Changing                                                                                                                                                                                                                                                                                                                                                 | Coram: Rights & Respect                        | Coram: Keeping Myself Safe<br><br>Water safety | Coram: Valuing Difference |
| <b>Communication &amp; Language</b>                    |                                                                                                                                                                                                                                                                                                  |                              | Over the year children will take part in: Show & Tell/Sharing Time/Circle Time. During these opportunities children will develop the skills of listening and responding to ideas with relevant comments, questions or answers. They will learn to speak with confidence to small groups and the whole class and learn new vocabulary relating to stories heard or topics. |                                                |                                                |                           |
| <b>Physical Development - Gross Motor</b><br><b>YA</b> | <p>Fundamental movement skills</p> <p>Main Body parts - Head, shoulder, knees, toes, tummy, heart, legs, feet, arms.</p>                                                                                      | Large Apparatus              | Hungry Caterpillar                                                                                                                                                                                                                                                                                                                                                        | Jack and the Beanstalk                         | Transport                                      | Large Apparatus           |

|  |                                                                                   |  |  |  |  |  |
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|  | Run, jump, walk, up,<br>down, crawl, fast,<br>slow, start, stop,<br>throw, catch. |  |  |  |  |  |
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| <p><b>Physical Development - Fine Motor</b></p> | <p>Using equipment - water area, sand, mud kitchen<br/>Sit on a chair ready to write.<br/>Letter formation</p> <p><b>A letter has a starting point and an end. A letter is a way of showing a sound. A pencil is a tool for writing.</b></p> <p><b>There is a correct way to hold a pencil - nip, flip, grip.</b></p> <p>Progression in skills<br/>Pivot skills: Shoulder<br/>Dressing/ undressing</p> <div data-bbox="400 927 495 1026">  </div> <p>Dressed, clothes, undressed, clothes names, vest, underwear, jumper, cardigan, t-shirt/top, dress, skirt, socks, trousers, shoes, trainers, pumps, shorts, coat</p> <p>Butterfly method<br/>Using cutlery<br/>Knife, fork, spoon, plate, glass, cup</p> | <p>Threading</p> <p><b>Threading means placing one thing through another.</b></p> <p>Pincer grip to pick up. NIP (hands progressing to tool)</p> <p>Holding one item in each hand.</p> <p>Mid line/centre line movement.</p> <p>In, grab, pull motion.</p> <p>Letter formation<br/>Pivot skills:<br/>Elbow</p> <p>Hat, scarf, gloves,</p> <p>Scissor skills<br/>One handed snipping of playdough .</p> | <p>Letter formation</p> <p>Pivot skills: Wrist</p> <p>Scissor Skills</p> <p>Use a range of tools, including salad tongs,</p> <p>Holding scissors correctly</p> <p>Snipping play doh to make hedgehog, pineapples, leaves.</p> | <p>Planting</p> <p>Letter formation</p> <p>Scissor Skills:</p> <p>Scissor skills - snip and hold paper.<br/>Holding paper and cutting straight line and move the scissors. Cut on a map/fringing.</p> <p>Following a straight line on paper (rectangles, squares and triangles).</p> <p>Turn the paper to make a second cut/start and new cut.</p> | <p>Handwriting</p> <p>Writing Skills</p> <p>Scissor skills</p> <p>We need to use the right pair of scissors/tools to help us cut (dominant hand)</p> <p>Cutting curved lines and shapes.</p> | <p>Handwriting</p> <p>Writing Skills</p> <p>Scissor skills - cutting around a template/shape.</p> |
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| <b>Literacy<br/>Reception</b>     | Phonics: ELS P2<br>Recognise own name<br>Rhyme<br>Story telling<br>immersion- learning<br>and re-telling stories                                                                                                                           | Phonics: ELS P2/3<br>Copy own name Initial<br>Sounds CVC writing<br><br>Names start with a capital<br>letter. | Phonics: ELS P3<br>Write name without<br>support/visual aid.<br>Spell red words<br>Labels & Captions<br>Begin to write<br>sentences                      | Phonics: ELS P3/4<br>Write full name<br>Writing sentences<br>with independence<br>inc. nonfiction.<br>Spell tricky words<br>and phonetically<br>plausible words | Phonics: ELS P3/4<br>Writing sentences<br>independently with<br>accurate punctuation.<br>Phonetically plausible<br>words  | Phonics: ELS P4 / 5<br>Writing sentences<br>independently with<br>accurate punctuation.<br>Phonetically plausible<br>sounds learned so far |
| <b>Literacy<br/>P/S</b>           | Exploring books                                                                                                                                                                                                                            | Exploring print                                                                                               | Exploring stories                                                                                                                                        | Exploring stories                                                                                                                                               | Writing own name<br>and some letters<br>accurately                                                                        | Imaginative writing                                                                                                                        |
| <b>P/S Phonics</b>                | The Phase 1 teaching for Pre School phonics<br>includes all seven aspects, within Autumn &<br>Spring this includes;<br><br>Environmental sounds, instrumental sounds,<br>body percussion, rhythm & rhyme,<br>alliteration and voice sounds |                                                                                                               | Oral Blending & Segmenting<br><br>S,a,t,p,i,n,m,d,g,o,c,k                                                                                                |                                                                                                                                                                 | Oral Blending & Segmenting<br><br>e,u,r,h,b,f,l,j,v,w,x,y,z,qu                                                            |                                                                                                                                            |
| <b>Mathematics<br/>Reception</b>  | Subitising, counting, composition of<br>numbers to 5, comparing quantities,<br>Spatial awareness                                                                                                                                           |                                                                                                               | Numbers within and beyond 5,<br>composition, 6 & 7 as <b>5 and a bit</b> ,<br>equal/unequal groups, doubles,<br>numerals, measure, exploring<br>patterns |                                                                                                                                                                 | Counting larger numbers, number<br>facts, 10-frames, doubles, comparing<br>quantities, magnitude, shape,<br>measure, time |                                                                                                                                            |
| <b>Mathematics<br/>Pre School</b> | Colours<br><br>Matching                                                                                                                                                                                                                    | Number 1<br><br>Number 2                                                                                      | Number 3<br><br>Number 4                                                                                                                                 | Number 6<br><br>Height and length                                                                                                                               | Sequencing<br><br>Positional language                                                                                     | Number composition                                                                                                                         |

|                                                                      |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                      | sorting                                                                                                                                                                                                                                                                                                                         | pattern                                                                                                                                                                                                                                                   | Number 5                                                                                                                                                                                                                                                           | Mass<br>capacity                                                                                                                                                                      | 2d/3d shape                                                                                                                                                                                                                                                                                                                           | What comes<br>after/before<br><br>Numbers to 5                                                                                                                                                                                                                                                                                                                                                     |
| UTW<br>TECHNOLOGY                                                    | (Barefoot<br>Computing)<br><br>Awesome Autumn                                                                                                                                                                                                                                                                                   | Barefoot computing<br>unit<br><br>People who help us                                                                                                                                                                                                      | Barefoot computing unit Springtime                                                                                                                                                                                                                                 |                                                                                                                                                                                       | Barefoot computing<br>unit<br><br>Boats Ahoy!                                                                                                                                                                                                                                                                                         | Barefoot computing<br>unit<br><br>Summer fun                                                                                                                                                                                                                                                                                                                                                       |
| UTW - RE<br><br>YA                                                   | Why are we all different and special?<br><br>Why do Christians say thank you to God at<br>Harvest time?<br><br>How do Christians celebrate Jesus's<br>birthday.                                                                                                                                                                 |                                                                                                                                                                                                                                                           | Which stories did Jesus hear when he was a<br>child?<br><br>Why did Jesus tell stories?<br><br>Why do Christians believe that Easter is all<br>about love?                                                                                                         |                                                                                                                                                                                       | Where do some people go to worship God?<br><br>How do some people of faith talk to God?                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Expressive Arts &<br>Design - Art<br><br>Pre school<br><br>Reception | Arcimboldo<br><br><br><br>Drawing/collage<br>faces<br><br>Draw with increasing<br>complexity and detail,<br>such as representing<br>a face with a circle<br>and including details.<br><br>Show different<br>emotions in their<br>drawings and | Clay<br><br><br><br><br><br>Thumb pot. Mark<br>making, pressing in<br>and adding on. | Painting<br>Kandinsky -<br>painting -colour<br>mixing- observing<br>changes<br><br><br><br>Explore colour and<br>colour mixing.<br><br>Explore, use and<br>refine a variety of | Leaves and<br>flowers - still life<br>drawing/collage,<br>different media<br>and scales.<br><br> | Printing - Mondrian<br><br><br>Create<br>closed<br>shapes<br>with<br><br>continuous lines and<br>begin to use these<br>shapes to represent<br>objects.<br><br>Explore colour and<br>colour mixing.<br><br>Explore, use and<br>refine a variety of | Textiles - weaving<br>Join different materials<br>and explore different<br>textures.<br><br><br><br>Explore, use and<br>refine a variety of<br>artistic effects to<br>express their ideas<br>and feelings.<br><br>Return to and build on<br>their previous<br>learning, refining ideas<br>and developing their |

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|                                                                                       | <p>paintings, like happiness, sadness, fear, etc</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Ice</p> <p>Diwali lamp</p>         | <p>artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> |  <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>ability to represent them.</p> |
| <p><b>Expressive Arts &amp; Design - Music</b></p> <p>Pre school</p> <p>Reception</p> | <p>Nursery Rhymes</p> <p>Charanga - My Stories</p>                                                                                                                                                                                                                                                                    | <p>Nativity &amp; Christmas Songs</p> | <p>Charanga - Our World</p>                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            | <p>Charanga - Reflect, Rewind, Replay</p> <p>Summer Production</p>                                                                                                                 |                                   |