

# Reception- Acorn class 2022-2023 Long Term Plan

| Term   | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
|--|---|----------|---|----------|---|----------|
| Themes   | Traditional Tales - homes and families<br>Celebrations,- diwali, halloween, bonfire night, xmas, harvest<br>Seasonal changes – summer/Autumn/Winter   |          | Seasonal changes – Winter/Spring<br>Spring - seasons<br>Luna New Year<br>Under the sea<br>Space           |          | Seasonal changes – Spring/Summer<br>Dinosaurs<br>Growing - seeds and gardening<br>Pirates - around the world  |          |
| Possible ideas, mini themes<br><br>(These may be changed or adapted depending on cohort and children's interests.) | Starting school/new beginnings<br>Rules and routines<br>All about me, families, homes<br>Feelings and emotions<br>Celebrations, parties<br>Bonfire Night, Remembrance Day<br>Harvest, Diwali, Hannukah<br>Advent, Christmas |          | Comparing places<br>Under the sea and space<br>Now and then<br>Easter<br>Seasonal changes – Winter/Spring |          | Growing and changing<br>Plants and flowers<br>Human body, senses<br>Keeping fit and healthy<br>Polar regions and the rainforest/jungle<br>Animals and minibeasts<br>Life cycles<br>Recycling, looking after the world<br>Seasonal changes – Spring/Summer |          |

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| <p>Key stories and books</p> <p>(Drawing Club texts listed first)</p> <p>(Not an exhaustive list)</p> | <p>Goldilocks and the Three Bears<br/> Gingerbread man<br/> The Colour Monster<br/> Happy Birthday Winnie<br/> Elmer<br/> Floella Benjamin</p> <p>Glow<br/> Lighting a Lamp<br/> Eight Candles to Light<br/> The Nativity Story<br/> Going on a elf hunt</p> | <p>Would You Rathe<br/> Seren's Seasons<br/> Around the World with Max and Lemon<br/> Lost and Found<br/> jhatever next<br/> Bob the man in the moon<br/> The Fish who Could Wish<br/> A Street Through Time<br/> You Choose<br/> The Zodiac</p> | <p>Jack and the Beanstalk</p> <p>Jaspers Beanstalk</p> <p>Dinosaurs - If I had a dinosaur</p>                               |
| <p>Key vocabulary</p> <p>(including but not limited to)</p>   | <p>respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive</p>  | <p>conflict, freezing, seasons, ancient, moat, crenellation, environment, polar, desert, tropical, marine, vast</p>  | <p>germination, harvest, senses, develop, healthy, skeleton, poultry, flock, metamorphosis, arachnid, insect, nocturnal</p> |

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| <p>Key knowledge</p> <p>(including but not limited to)</p> | <p><b>All About Me</b><br/> Families come in all shapes and sizes. We are all unique, but other people can have similarities to me.<br/> It is good to be different and we must always show kindness and respect towards everyone.</p> <p><b>Celebrations</b><br/> Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have.<br/> Bonfire Night is on the 5<sup>th</sup> November. People celebrate with bonfires and fireworks.<br/> Remembrance Day is on the 11<sup>th</sup> November. We remember all the people who have died in wars. There is a time of silence at 11am.<br/> Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p><b>Christmas</b><br/> Advent is a time of preparation for Christmas.<br/> Christmas takes place on the 25<sup>th</sup> December and is a Christian Festival celebrating the birth of Jesus.<br/> A Nativity play tells the story of Jesus' birth.</p> | <p><b>Which Season?</b><br/> The seasons are Autumn, Winter, Spring and Summer.<br/> In Autumn some leaves change colour and start to fall off the trees.<br/> Not much grows in Winter. It is cold and can be snowy and icy.<br/> In Spring it starts to get warmer and things start to grow again.<br/> In Summer it can be hot and lots of things grow.</p> <p><b>Here or there?</b><br/> Polar regions are cold, icy and have snow. Not many plants grow there.<br/> Deserts are dry and sandy. They are very hot in the day and very cold at night.<br/> Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there.<br/> There is more sea than land on earth. Lots of different things live under the sea.<br/> There is no oxygen in space.</p> <p><b>Now or then?</b><br/> People wore different clothes.<br/> People travelled in different ways.<br/> Houses were made of different materials.<br/> Children played with different toys.<br/> We have not always had computers and the internet.</p> | <p><b>Plants</b><br/> Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers.<br/> Plants need light, warmth, water and food to grow.</p> <p><b>Humans</b><br/> Humans need food, water, oxygen and shelter to survive.<br/> It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.<br/> We have five senses - taste, touch, sight, hearing, smell.</p> <p><b>Animals</b><br/> Baby animals are sometimes known by different names to the adult.<br/> Some baby animals do not look like the adult.<br/> Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p><b>Our World</b><br/> We have a responsibility to look after our world.<br/> Different religions have their own Creation stories.</p> |
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| <p>Possible 'Wow' moments and experiences</p> <p>(Not an exhaustive list)</p> | <p>Autumn Walk<br/>Harvest Festival<br/>Bread making<br/>Bonfire Night – toasted marshmallows<br/>Remembrance Day<br/>Diwali/Hanukkah<br/>Advent/Decorating Day<br/>Christmas time/Nativity<br/>Children in Need<br/>Anti-Bullying Week<br/>Curiosity Cube</p> | <p>Winter Walk<br/>Luna New Year<br/>Internet Safety Day<br/>PCSO visit<br/>World Book Day<br/>Mothering Sunday<br/>Comic Relief/Sport Relief<br/>Spring Walk<br/>Easter/Egg hunt<br/>Easter nest cakes<br/>Curiosity Cube</p> | <p>Planting sunflower seeds<br/>Planting beans in jars<br/>Baby photos<br/>Museum visit<br/>Dentist/dental nurse visit<br/>Fruit kebabs<br/>Food tasting<br/>Ramadan/Eid-al-Fitr<br/>Balance-ability s<br/>Sports Day<br/>Curiosity Cube</p> |
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## Communication and Language

| Term                  | Autumn 1  | Autumn 2 | Spring 1                 | Spring 2 | Summer 1                 | Summer 2 |
|-----------------------|---|----------|--------------------------|----------|--------------------------|----------|
| Main Theme            | <b>Who Am I?</b>  |          | <b>Would You Rather?</b> |          | <b>Isn't it Amazing?</b> |          |
| Educational Programme | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> |          |                          |          |                          |          |

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| Curriculum Goal                       | To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. |   |   |
| Term specific provision               | Plan Do Review (speak clearly to explain partner and activity chosen)<br>Play Projects (engage in conversation about what they are doing)<br>'All About Me' bags  | Plan Do Review (speak clearly to give further details about activity)<br>Play Projects (engage in conversation about what they have done and are going to do)   | Plan Do Review (listen to other people's reviews and ask relevant questions)<br>Play Projects (engage in conversation to explain what they have done and how they have done it) |
| Ongoing provision throughout the year | Circle Time   | Listen attentively to others, speak clearly to explain ideas, thoughts and feelings   |   |
|                                       | Speech intervention (small group)   | Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts                                       |   |
|                                       | Daily reading and speech lessons  | Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own |   |
|                                       | Story/song time   | Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs   |   |

## Personal, Social and Emotional Development

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| Term       | <b>Autumn 1</b>                | <b>Autumn 2</b> | <b>Spring 1</b>           | <b>Spring 2</b> | <b>Summer 1</b>     | <b>Summer 2</b> |
| Main Theme | <b>Me and my Relationships</b> |                 | <b>Valuing Difference</b> |                 | <b>Keeping safe</b> |                 |

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| Educational Programme   | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> |  |  |
| Curriculum Goals        | <p>To become an <b>Independent Individual</b> who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.<br/> To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>  |  |  |
| Term specific provision | <p><u>Me and my relationships - SCARF (PSE)</u></p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p> <p><u>Valuing Difference - SCARF (PSE)</u></p> <p>Same and different, families, homes</p> <p>I am caring</p> <p>I am a friend</p>   | <p><u>Keeping Safe - SCARF (PSE)</u></p> <p>What's safe to go onto and into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who keep me safe</p> <p><u>Rights and Respect - SCARF (PSE)</u></p> <p>Looking after people and friends</p> <p>Being helpful and caring</p> <p>Caring for our world</p> <p>Looking after money</p> | <p>Being me best - SCARF (PSE)</p> <p>Bouncing back when things go wrong</p> <p>Yes i can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p><u>Growing and changing - SCARF (PSE)</u></p> <p>Life stages - plants and animals</p> <p>Human life cycle</p> <p>Where do baies come from</p> <p>Me and my body</p> |

## Physical Development

| Term                  | Autumn 1  | Autumn 2 | Spring 1                   | Spring 2 | Summer 1                        | Summer 2 |
|-----------------------|---|----------|----------------------------|----------|---------------------------------|----------|
| Main Theme            | <b>Coordination and balance</b>   |          | <b>Agility and balance</b> |          | <b>Coordination and agility</b> |          |
| Educational Programme | <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> |          |                            |          |                                 |          |
| Curriculum Goals      | <p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>  |          |                            |          |                                 |          |

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| Ongoing provision throughout the year | Squiggle Whilst you Wiggle | Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term |
|                                       | Enhanced provision         | Fine motor activities to build hand strength and coordination. Hold a pencil effectively, develop accuracy and care when drawing and writing  |
|                                       | Lunch time                 | Hold and use a knife and fork correctly, understand about healthy eating  |
|                                       | Yoga                       | Develop strength, balance and co-ordination   |

# Literacy

| Term                    | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|-------------------------|--|---|--|---|---|--|
| Educational Programme   | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> |   |  |   |   |  |
| Curriculum Goals        | <p>To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>   |   |  |   |   |  |
| Term specific provision | <p>VIPERS focus – to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 1. Hearing sounds, rhyming, alliteration, segmenting verbally.</p>  | <p>VIPERS focus – to explain how a character is feeling (I), to answer simple questions about what has happened (R)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 2<br/>Introduce sounds and how to blend and segment</p> | <p>VIPERS focus – to use words to describe a character or setting (V), to say what happened first in the story (S)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 3<br/>Blending and segmenting</p> | <p>VIPERS focus – to say what you think will happen next (P), to explain why something happened (R/I)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 3<br/>Blending and segmenting</p> | <p>VIPERS focus – to explain why we like a character or story (E), to find a word which means ... (V)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 4<br/>Blending and segmenting</p> | <p>VIPERS focus – to say what happened at the beginning, middle and end of a story (S)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 4<br/>Blending and segmenting</p> |

## Mathematics

| Term                  | Autumn 1   | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|--|----------|----------|----------|----------|----------|
| Educational Programme | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> |          |          |          |          |          |
| Curriculum Goal       | <p>To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>  |          |          |          |          |          |

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| <p>Term specific provision</p> | <p><u>White Rose Maths</u></p> <p><i>Getting to know you</i></p> <p><i>Just like me</i><br/>Match and sort<br/>Making comparisons (Compare amounts<br/>Compare size, mass and capacity)<br/>Exploring Pattern (Make simple patterns)</p> | <p><u>White Rose Maths</u></p> <p><i>It's me 1, 2, 3!</i><br/>Representing 1, 2, 3<br/>Comparing 1, 2, 3<br/>Composition of 1, 2, 3<br/>Geometry and spatial thinking (Circles and triangles<br/>Spatial awareness)</p> <p><i>Light and dark</i><br/>Numbers to 5 (Four and Five<br/>One more and one less)<br/>Geometry and spatial thinking (Shapes with 4 sides)<br/>Measurement – Time (Night and day)</p> | <p><u>White Rose Maths</u></p> <p><i>Alive in 5!</i><br/>Introducing zero<br/>Comparing numbers to 5<br/>Composition of 4 and 5<br/>Compare mass (2)<br/>Compare capacity (2)</p> <p><i>Growing 6, 7, 8</i><br/>6, 7 and 8<br/>Making pairs<br/>Combining 2 groups<br/>Length and height<br/>Time</p> | <p><u>White Rose Maths</u></p> <p><i>Building 9 and 10</i><br/>9 and 10<br/>Comparing numbers to 10<br/>Bonds to 10<br/>3D shape<br/>Pattern (2)</p> <p><i>Consolidation</i></p> | <p><u>White Rose Maths</u></p> <p><i>To 20 and beyond</i><br/>Building numbers beyond 10<br/>Counting patterns beyond 10<br/>Spatial reasoning (1)</p> <p><i>First, then, now</i><br/>Adding more<br/>Taking away<br/>Spatial reasoning (2)</p> | <p><u>White Rose Maths</u></p> <p><i>Find my pattern</i><br/>Doubling<br/>Sharing and grouping<br/>Even and odd<br/>Spatial reasoning (3)</p> <p><i>On the move</i><br/>Deepening understanding<br/>Patterns and relationships<br/>Spatial reasoning (4)</p> |
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## Understanding the World

| Term                    | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|-------------------------|--|--|--|---|---|---|
| Educational Programme   | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |  |  |   |   |   |
| Curriculum Goals        | <p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs.</p>  |  |  |   |   |   |
| Term specific provision | <p><u>RE</u> –: Being special, where do we belong?</p> <p>Harvest</p> <p>Summer-Autumn seasonal change</p> <p>Me, my family and my school</p> <p>Explore magnets Use iPad camera</p>   | <p><u>RE</u> –: Why is Christmas special to Christians?</p> <p>lantern parades, lights,</p> <p>Bonfire Night, Fire service visit Remembrance Day</p> <p>Diwali/Hanukkah Advent/Christmas</p> <p>Seasonal changes – Autumn Walk</p> | <p><u>RE</u> –: What places are special and why?</p> <p>Luna New Year</p> <p>My village PCSO visit</p> <p>Compare times – looking at differences in houses, clothes, transport, toys</p> | <p><u>RE</u> –: Why is Easter special for Christians?</p> <p>Mothering Sunday Easter</p> <p>Compare and contrast environments – polar regions, desert, jungle, under the sea, space</p> | <p><u>RE</u> –: What stories are special and why?</p> <p>Ramadan/Eid-al Fitr</p> <p>Growing – plants/humans</p> <p>Seasonal changes - Spring</p> <p>Explore balance</p> | <p><u>RE</u> 1: Why is the word ‘God’ so important to Christians?</p> <p>Growing – animals</p> <p>Seasonal changes - Summer</p> <p>Explore materials and textures (recycling)</p> |

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|  |           | Explore light and colour<br><br>Use iPad stopwatch app<br>Use Beebots – basic operations  | Seasonal changes - Winter<br>Explore changing states of matter<br><br>Use of technology in home and school | Seasonal changes – Spring<br>Explore sinking and floating<br><br>Use Beebots – moving from A to B | Use digital microscope | Use Beebots – following a path |
| Key vocabulary linked to NC subjects<br><br>(including but not limited to) | RE        | belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu’ran, mosque  |  |   |                        |                                |
|  | History   | present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar,   |  |   |                        |                                |
|  | Geography | polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons   |  |   |                        |                                |
|  | Science   | question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth |  |   |                        |                                |
|  | Computing | technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume  |  |   |                        |                                |

## Expressive Arts and Design

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| Term | <b>Autumn 1</b> | <b>Autumn 2</b> | <b>Spring 1</b> | <b>Spring 2</b> | <b>Summer 1</b> | <b>Summer 2</b> |
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| Educational Programme   | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. |  |   |  |   |  |
| Curriculum Goals        | <p>To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>  |  |   |  |   |  |
| Term specific provision | <p>Familiar nursery rhymes and songs</p> <p>Use templates and stencils with pencils<br/>Wax crayon rubbings<br/>Print – fingers, stampers<br/>Paint – setup and use<br/>Malleable materials – use rolling pins and cutters<br/>Use felt tip pens<br/>Transient art - sand art<br/>Model with construction kits</p>   | <p>Nativity songs and traditional songs and rhymes</p> <p>Use stencils with paints and sponges<br/>Print - outlines<br/>Paint – different brushes, different surfaces<br/>Malleable materials – roll and shape by hand<br/>Use oil pastels<br/>Model with construction kits<br/>Junk model – join with tape/glue and embellish</p> | <p>Using untuned instruments to make a rhythm</p> <p>Print – relief printing with rollers<br/>Paint - colour mixing<br/>Malleable materials – imprint, use mark makers<br/>Transient art – glueless<br/>collage/loose parts<br/>Collage – cut and stick<br/>Weaving<br/>Consolidate and refine previously taught skills and</p> | <p>Familiar nursery rhymes and songs</p> <p>Paint – wax resist<br/>Print – 3D shapes<br/>Junk model – flanges and hinges<br/>Weaving<br/>Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Paul Klee, Wassily Kandinsky (shapes)</p> | <p>Using untuned instruments to make a rhythm</p> <p>Observational drawings<br/>Paint – using water colour paints<br/>Transient art – natural loose parts<br/>Sewing<br/>Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Andy Goldsworthy (natural art), Emily Stackhouse</p> | <p>Malleable materials – pottery/sculpture<br/>Junk model – moving parts<br/>Sewing<br/>Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists –), Barbara Hepworth (sculpture)</p> |

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|  | Collage – stick<br><br>Focus artists – Tony Plant(sand art), Georges Seurat (pointillism) | Focus artists – John Dyer (fireworks), Piet Mondrian (primary colours, shapes)  | techniques independently<br><br>Focus artists – Hilma af Klint (colour mixing), Henri Matisse (cut and stick collage) |  | (observational drawing of plants) |  |
| Key vocabulary linked to NC subjects<br><br>(including but not limited to) | Art   | paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint |   |  |                                   |  |
|  | DT  | appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe  |   |  |                                   |  |
|  | Music   | song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style                          |   |  |                                   |  |