



The Three Schools

Curriculum Map 2025-2026

Foundation Long Term Overview

Autumn term		Spring Term		Summer Term	
Autumn 1 Ourselves	Autumn 2 Celebrations	Spring 1 Space	Spring 2 Our World	Summer 1 New Life	Summer 2 Journeys
<u>Experiences</u> Show me afternoon Gymnastics visit Post a letter at the post office Harvest festival Visits from different jobs	<u>Experiences</u> Farm visit Shared family meal. Nativity Synagogue visit Cinema visit	<u>Experiences</u> Design, make and evaluate our own rockets. Visit the library Share our learning about the planets	<u>Experiences</u> Visit Market and Charity shop Mother's Day celebrations. Celebrate World Book Day Reptile Roadshow	<u>Experiences</u> Visit Ashridge Estate Hatch chickens and butterflies from eggs Forest school stay and play	<u>Experiences</u> Visit MK Museum Father's Day Breakfast Strawberry picking Visit the splash park Sports Day
<u>The Big Question</u> Are we all the same?	<u>The Big Question</u> Where does our food come from?	<u>The Big Question</u> Could we live on other planets?	<u>The Big Question</u> What can we do to help save the planet?	<u>The Big Question</u> How do living things grow and change?	<u>The Big Question</u> How did children live in the past?
<u>Core knowledge</u> -More parts of my body and what they do. -Things to eat and to do to stay healthy. -Where I live and what, where and who are my community.	<u>Core knowledge</u> -To talk about important British events in the past. -Where our food from farms comes from. -To use prepositions to describe in my talk. -Some different foods that people eat from	<u>Core knowledge</u> -What life is like for astronauts. -To talk about things in the past, like the moon landings. -To use prepositions to describe in my talk.	<u>Core knowledge</u> - To talk about changes over time, climate and environmental changes. - Understand that materials have different properties.	<u>Core knowledge</u> - To talk about the life cycles of chickens, butterflies and frogs. - What changes we see in the seasons and in the natural world. - How humans change as they grow.	<u>Core knowledge</u> - How to keep safe near roads - To talk about, compare and contrast life in the past to now. - Discover explorers from the past. - How to draw a map of a familiar area.

-The different homes that people live in. -Who is important to me outside of my family.	- different cultures and countries. -To name some animals that hibernate and talk about why. -Some similarities and differences between different religions.	-Some facts about the planets in our solar system. -The stories behind some of the constellations. -Some similarities and differences between different religions.	- Identify some trees and plants in our local area. - What plants need to grow and identify some parts of plants. - How some animals are adapted to live in different habitats. - How to use a camera to record activities.	- Discover minibeasts and their habitats. - How to programme a device with simple directional commands.	- Name some famous landmarks from around the world. - How to weave.
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Core Texts 	Core Texts 	Core Texts 	Core Texts 	Core Texts 	Core Texts 
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Communication and Language:

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.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
• Begin to listen to others 1:1 and in small groups • Introduction to Helicopter Stories • Join in with repeating refrains in rhymes and stories. • Respond to basic 2 step instructions. • Children can express a basic point of view e.g. "I like..." "I don't like..." • Retell past events from own experience.	• Taking turns in circle time. • Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend. • Begin to tell their own stories. • Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. • Begin to ask questions using what, where, when and why to find out information.	• Build up vocabulary that reflects knowledge and experience. • Start to use correct tenses to discuss things that are happening now and things that happened in the past. • Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why/how...' • Share opinions, explaining preferences e.g. My favourite planet is... because... • Children tell their own stories, using adverbs of sequence.	• Children can start a conversation with an adult or peer and maintain it for several turns. • Children will use talk to organise themselves and their play. "let's go on a bus" "you sit there...I'll be the driver". • Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. • Can retell a story with a beginning, middle and end. • Respond to questions using a full sentence e.g. "I think... because....".	• Able to express their views and begin to debate when they disagree. • Can tell their own story with a beginning, middle and end. • Children ask questions to find out more and check their understanding. • Use intonation and rhythm when joining in with stories and rhymes.	• Can confidently talk and actively listen in small group and class situations. • Children can articulate their ideas and thoughts in well-constructed sentences. • Can tell their own story including relevant introduced vocabulary. • Follow instructions involving several actions. • Children can sing a wide range of nursery rhymes.

<u>Oracy</u> Social and Emotional • Are you taking turns to talk and listen? • Are you confident to talk to others?	<u>Oracy</u> Physical • Are you speaking loud enough to be heard? • Are you facing who you are speaking or listening to?	<u>Oracy</u> Cognitive • Are you thinking about what to say before you say it? • Are you asking and answering questions?	<u>Oracy</u> Cognitive cont. • Are you thinking about what to say before you say it? • Are you asking and answering questions?	<u>Oracy</u> Linguistic • Are you trying to use the new words you are learning? • Are you speaking in full sentences?	<u>Oracy</u> • Rehearse all 4 strands.
<u>Physical Development:</u> 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.					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
• Access to a range of gross and fine motor resources in continuous provision. • Introduction to pre-handwriting activities – core strength and dexterity. • Learn how to use toilets/ cloakrooms independently	• Access to a range of gross and fine motor resources in continuous provision with increasing challenge. • Continue pre-handwriting activities – core strength and dexterity. • Focus on drawing skills.	• Access to a range of gross and fine motor resources in continuous provision with increasing challenge. • Begin regular handwriting sessions with a focus on correct sitting position and pencil grip development.	• Access to a range of gross and fine motor resources in continuous provision with increasing challenge. • Continue regular handwriting sessions with a focus on correct sitting position and pencil grip development.	• Access to a range of gross and fine motor resources in continuous provision with increasing challenge. • Continue regular handwriting sessions with a focus on correct sitting, paper positioning and	• Access to a range of gross and fine motor resources in continuous provision with increasing challenge. • Continue regular handwriting sessions with a focus on correct sitting, paper positioning and

including handwashing. • PE - Locomotion - Explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games. - Explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the	• Learn to write own name. • Learn to put own coat, shoes and socks on independently. • Use cutlery for mealtimes. • PE – Health and Wellbeing - The unit of work will introduce pupils to the concept of movement and exercise, understanding why our heart beats faster and our breathing gets quicker when we exercise. Pupils will be introduced to the purpose of a warm up and will start to appreciate that exercise makes us feel happier and better	• Use small tools with increasing confidence. • PE - Dance - Explore creating simple movement sequences that relate to specific words in different nursery rhymes. - Pupils will add movements together to form sequences and begin to explore character movements with a partner.	• Use scissors with increasing accuracy, spirals and curves. • PE - Gymnastics - Pupils will create movements and balances in high and low ways on the floor and on apparatus. - Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.	pencil grip development. • Use more tools with increasing confidence, punches, string, staplers etc. • PE – Ball Skills - Explore moving with a ball using their feet. - explore using our hands to move with a ball, keeping control. Rolling, pushing and bouncing a ball with a partner and throwing, rolling and stopping a ball. - Pupils will develop their ability to balance an object using a racket/bat.	pencil grip development. • Use gross and fine motor skills outside the setting eg. Strawberry picking, splash park. • PE – Games and Tactics - Explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games. - Sports Day practice.
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basic jumping technique.	about ourselves.				
<u>Personal, Social and Emotional Development:</u> 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.					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
• Executive function – Developing increasing attention (inhibition) in individual activity. • Begin to learn and follow the boundaries and expectations of the classroom and the school. • Learn more about the adults and children in our class. • Identify feelings, including the physical sensations.	• Executive function – Developing increasing attention (inhibition) in individual activity. • Develop learning to keep themselves safe. • Begin to explore boundaries in self-regulation outside of the setting such as war memorial and church. • Trying new things, new foods and activities. • Talk about healthy eating.	• Executive function – Developing increasing attention (inhibition) in small groups. • Cognitive flexibility (focusing on a goal and working out when it is necessary to change the approach to achieve it). • Apply and develop knowledge around healthy living. • Start to work as a team towards collaborative goals.	• Executive function – Developing increasing attention (inhibition) in small groups for longer periods. • Develop understanding of how our actions affect others. • Understand that they can impact positively on the environment and wider society. • Consider healthy lifestyle choices such as sleep and screentime.	• Executive function – Developing increasing attention (inhibition) in larger groups. • Developing understanding of roles and responsibilities, caring for living creatures and plants. • Work as a team towards collaborative goals. • Follow and give more complicated instructions.	• Executive function – Developing increasing attention (inhibition) in larger groups for longer periods. • Road safety. • Apply skills of negotiating and finding compromise to resolve conflict. • Describe self and achievements in positive terms. • Feel safe, happy and confident to move up to Year 1.

• Feel valued, take on roles and responsibilities. • Talk about keeping healthy. • Developing a sense of self in our community.	• Becoming aware of others similarities and differences.	• Talk about problem solving a perseverance.			
<u>Literacy:</u> 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).					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
<u>Story telling and Rhyme</u> • Learn and recite a weekly rhyme. • Retell and perform stories. Mr Wiggle and Mr Waggle. Focus – Sitting and active listening	<u>Story telling and Rhyme</u> • Learn and recite a weekly rhyme. • Retell and perform stories. Helicopter Stories Focus – Sitting and active listening	<u>Story telling and Rhyme</u> • Learn and recite a weekly rhyme. • Retell, innovate and perform stories. Helicopter Stories Focus – joining in with familiar stories and refrains.	<u>Story telling and Rhyme</u> • Learn and recite a weekly rhyme. • Retell, innovate and perform stories. Helicopter Stories Focus – joining in with familiar stories and refrains.	<u>Story telling and Rhyme</u> • Learn and recite a weekly rhyme. • Retell, innovate, invent and perform stories. Helicopter Stories Focus – Orally create own stories.	<u>Story telling and Rhyme</u> • Learn and recite a weekly rhyme. • Retell, innovate, invent and perform stories. Helicopter Stories Focus – Orally create own stories using story telling language.
<u>Phonics</u> Phase 2 Week 1: s a t p Week 2: i n m d Week 3: g o c k	<u>Phonics</u> Phase 2 cont. Week 1: ff ll ss j Week 2: v w x y	<u>Phonics</u> Phase 3 Week 1: ai ee igh oa Week 2: oo oo ar or Week 3: ur ow oi ear	<u>Phonics</u> Phase 4 Week 1: Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	<u>Phonics</u> Phase 4 cont. Week 1: Short vowels CVCC	<u>Phonics</u> Phase 4 cont. Week 1: Long vowel sounds CVCC CCVC Week 2: Long vowel

Week 4: ck e u r Week 5: h b f l Tricky words: l, is , the	Week 3: z zz qu words with -s /s/ added at the end (hats sits) ch Week 4: sh th ng nk Week 5: Words with -s /s/ at the end (hats sits). Words ending with -s /z/ (his) and words with -s /z/ added at the end (bags) Tricky words: put pull full as and has his her go no to into she push he of we me be	Week 4: air er words with double letters: dd mm tt bb rr gg pp Week 5: Longer words Tricky words: was you they my by all are sure pure	Week 2: Review Phase 3: er air words with double letters longer words. Week 3: Words with two or more digraphs. Week 4: Longer words words ending in -ing compound words Week 5: Longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end Tricky words: Review all taught so far. Secure spelling.	Week 2: Short vowels CVCC CCVC Week 3: Short vowels CCVCC CCCVC CCCVCC Week 4: Longer words compound words Week 5: Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words: said so have like some come love do were here little says there when what one out today	sounds CCVC CCCVC CCV CCVCC Week 3: Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words Week 4: Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: Root words ending in: -er, -est longer words Tricky words: Review all taught so far. Secure spelling.
<u>Writing</u> - Dictation: Daily writing of individual letters with relevant GPCs taken from LW Planning. - Handwriting: -Whole class 'Squiggle while you wiggle' during phonics lessons.	<u>Writing</u> - Dictation: Daily writing of new individual letters, CVC words with relevant GPCs taken from LW Planning. - Handwriting: -Whole class 'Squiggle while you wiggle' during phonics lessons.	<u>Writing</u> - Dictation: Daily writing of CVC words with relevant GPCs taken from LW Planning. - Handwriting: -Daily, small group handwriting lessons following the planning within the 'Teach	<u>Writing</u> - Dictation: Daily writing of words and weekly writing of a sentence, with relevant GPCs taken from LW Planning. - Handwriting: -Daily, small group handwriting lessons following the planning within	<u>Writing</u> - Dictation: Daily writing of words and weekly writing of a sentence, with relevant GPCs taken from LW Planning. - Handwriting: - Continuing with daily, small group handwriting lessons following	<u>Writing</u> - Dictation: Daily writing of words and weekly writing of a sentence, with relevant GPCs taken from LW Planning. - Handwriting: - Continuing with daily, small group handwriting lessons following

-Gross motor skills development through PE lessons and continuous provision -Fine motor skills development through directed activities and opportunities within provision - 1:1 support with name writing. -Mark making of pre-writing shapes via adult-led activities such as diagonal lines when creating firework pictures - Develop the language and understanding of directions e.g. straight, up, down, around, diagonal etc to support letter formation. -Support with pencil grip as needed.	-Gross motor skills development through PE lessons and continuous provision -Fine motor skills development through directed activities and opportunities within provision - 1:1 support with name writing. -Mark making of pre-writing shapes via adult-led activities such as diagonal lines when creating firework pictures - Develop the language and understanding of directions e.g. straight, up, down, around, diagonal etc to support letter formation. -Support with pencil grip as needed.	Handwriting' scheme. - Correct sitting position. - Initially directional shapes before progressing to 'letter families' - Staff will introduce letter names -Children will be given lined paper appropriate to their stage in handwriting. They will be scaffolded with how much tracing over letters/starting point dots needed. -Little Wandle formation mantras will be used. -Support with pencil grip as needed.	the 'Teach Handwriting' scheme. - Initially directional shapes before progressing to 'letter families' - Staff will introduce letter names -Children will be given lined paper appropriate to their stage in handwriting. They will be scaffolded with how much tracing over letters/starting point dots needed. -Little Wandle formation mantras will be used. -Support with pencil grip as needed.	'Teach Handwriting' scheme. - Children will begin being taught about the relative position and spacing of letters e.g. ascenders and descenders. - Paper tilt - Capital letter and number formation will also be introduced.	'Teach Handwriting' scheme. - Children will begin being taught about the relative position and spacing of letters e.g. ascenders and descenders. - Paper tilt - Capital letter and number formation will also be introduced.
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<u>Drawing Club</u> Each child at the Cusp of Confidence. Mark making and pre-handwriting shapes. Tier 2 vocabulary and actions for every story to enable a bank of vocabulary to build over the year.	<u>Drawing Club</u> Each child at the Cusp of Confidence. Single letter shapes and some phase 2 CVC words. Tier 2 vocabulary and actions for every story to enable a bank of vocabulary to build over the year.	<u>Drawing Club</u> Each child at the Cusp of Confidence. CVC words and some short phrases. Tier 2 vocabulary and actions for every story to enable a bank of vocabulary to build over the year.	<u>Drawing Club</u> Each child at the Cusp of Confidence. CVC words (including some Phase 3 sounds) and some short phrases including Tricky Words. Tier 2 vocabulary and actions for every story to enable a bank of vocabulary to build over the year.	<u>Drawing Club</u> Each child at the Cusp of Confidence. Captions and short sentences including Phase 4 phonics. Tier 2 vocabulary and actions for every story to enable a bank of vocabulary to build over the year.	<u>Drawing Club</u> Each child at the Cusp of Confidence. Independently composing and rehearsing own sentence that can be read by others, using a secure phonic knowledge. Tier 2 vocabulary and actions for every story to enable a bank of vocabulary to build over the year.
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Maths:

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.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
<u>Number</u> • Subitising up to 3. • Counting – say one number for each item in order 1,2,3,4,5 • Relate Counting to cardinality.	<u>Number</u> • Subitise within 5. • Link the cardinality of 5 to fingers, dice patterns. • Match numerals to quantity to 10.	<u>Number</u> • Subitise within 5 and beyond where 5 is a clear part. • Ordinality and the “Staircase pattern”	<u>Number</u> • Consolidate concept of cardinality, numbers above 5. • Become more familiar with	<u>Number</u> • Subitise to 6 in structured arrangements. • Composition – within 10.	<u>Number</u> • Introduce Rekenreks. • Consolidate and rehearse all concepts previously taught

- Composition – see all numbers can be made of 1s. - Comparison – Sets can be compared by attributes, as well as numerosity. <u>Space, Shape and Measure</u> - Days of the week. - Compare size, mass and capacity. - Repeating patterns.	- Composition - Explore “whole” and “part”. - Comparison – more than, fewer than and equal to. <u>Space, Shape and Measure</u> - Explore 2D shape - Language of position. - Use money to role play shops.	- Verbally count beyond 20. - Composition, one full 5 and “n” of the next 5. <u>Space, Shape and Measure</u> - Explore 3D shape.	counting pattern beyond 20. - Explore doubles and odd and even numbers. <u>Space, Shape and Measure</u> - Explore mass and capacity. - Money - recognise 1p,2p,5p and 10p coins.	- Comparison – linked to ordinality, play track games. - Develop confidence and accuracy in both verbal and object counting. <u>Space, Shape and Measure</u> - Explore length, height and time. Including non-standard measures.	through working in different contexts. <u>Space, Shape and Measure</u> Visualise, build and map.
<u>Understanding the World:</u> 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. 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.					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
- More parts of my body and what they do. The senses. - Things to eat and to do to stay healthy.	- Understand what is the past and present. - To talk about important British events in the past.	- What life is like for astronauts. - To talk about things in the past, like the moon landings.	- Changes over time, climate and environmental changes. - Sort, compare and test materials. Make predictions and test them.	- Talk about the life cycles of chickens, butterflies and frogs. - Discuss the changing seasons. What do you	- Road safety. - Compare and contrast life in the past to now. - Consider journeys by air, land and sea.

- Where I live and what, where and who are my community. - The different homes that people live in. - Who is important to me outside of my family? - Computing – internet safety.	- Where our food from farms comes from. - Some different foods that people eat from different cultures and countries. - To name some animals that hibernate and talk about why. - Some similarities and differences between different religions. - Computing – positional language. Touchscreen devices to create artwork.	- Some facts about the planets in our solar system. - The stories behind some of the constellations. - Some similarities and differences between different religions. - Computing – Give and receive precise instructions. Begin to learn to debug. Internet Safety week.	- Identify some trees and plants in our local area. - What do plants need to grow? - Identify roots, stems and leaves of plants. - Compare habitats and some animal adaptations. - Computing – Explore hardware and begin to name it. Develop skills in using a camera/iPad to record activities.	notice in the natural world? - Changes to humans as they grow. - Discover minibests and their habitats. - Computing – Programme a device with simple directional commands. Debug.	- Discover explorers from the past. - Create maps - Talk about Landmarks from around the world. - Investigate the use of African Kente cloths. - Computing - Representing data through sorting and categorising objects, pictograms. Exploring branch databases through physical games.
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Expressive Arts & Design:

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.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer2</u>
Art – Colour Mixing, Mix secondary colours	Art – 3d artwork, Recreate Arcimboldo's face	Art – Using brushes and texture. Van	Art – Collage. Matisse's Snail.	Art – Colour mixing, mix shades	Art/DT – weaving. Look at the work of Anni Albers. Weave

to recreate Kandinsky's circles. • DT – Junk Modelling houses, simple representation and joining. • Music - Exploring Sound. - How to use voice and body to make sound. - Experiment with tempo and dynamics. - Identify sound in environment.	paintings with vegetables. • DT – cooking, cutting, shared family lunch. • Music - Celebration Music - Learn about music from another culture. - Respond to music with movement. - Take part in 'call and response' music. - Take part in group song. - Explore instruments.	Gogh's Starry night. • DT – design, make and evaluate Space Rocket. Developing further joining techniques. • Music - Music and Movement - Explore beat. - Explore tempo. - Explore pitch. - Perform to an audience.	• DT – Make a musical instrument. Consider instrument families and ways of making sound. • Music - Big Band - Learn what makes a musical instrument. - Learn what an orchestra is. - Learn about four groups of musical instruments. - Follow a beat using a tuned/untuned instrument. - Create a musical story.	to create own Rousseau's tiger. • Art – Large scale collaborative transient art with natural resources. • DT – Design make and review own book character from clay. • Music - Musical Stories - Learn how instruments represent mood, character or action. - Sing & perform as a group. - Use actions to retell a story. - Play instruments as part of musical story.	with paper to make baskets. Large scale collaborative project with fabrics. • Music - Musical Stories cont. - Learn how instruments represent mood, character or action. - Sing & perform as a group. - Use actions to retell a story. - Play instruments as part of musical story.
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