




# Brundall Primary School Reception Long Term Planning 2022-2023

Area of Learning	Autumn 1 – What makes me me and you you?	Autumn 2 – What makes a celebration?	Spring 1 - Is ice nice?	Spring 2 – How do we spin a good yarn?	Summer 1 – What makes the world go round?	Summer 2 – Is it better where it's wetter?
<b>Possible Themes/Interests/Lines of Enquiry</b>  Ourselves Our families Our learning family Exploring using our senses Colour Bears Autumn	Ourselves Our families Our learning family Exploring using our senses Colour Bears Autumn	Autumn Halloween Bonfire Night  Christmas – The Nativity story Christmas around the world	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Traditional tales – linked to food and growing Trip to GRESSENHALL Pancake Day Easter Planting/Gardening/Spring	Life cycles – Frog/butterfly/plants/sunflowers Our health –What do we need to grow? Trip to Strumpshaw Fen	Summer holidays (past and present) Hot places Under the sea Rockpools Mermaids Pirates Trip to TIME AND TIDE
<b>Communication and Language</b>  	<b>Understand how to listen carefully and why listening is important.</b> <b>Engage in story times,</b> rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <b>Understand ‘why’ questions.</b> <b>Use sentences 4-6 words.</b> <b>Use talk to organise play.</b>	Listen in familiar & new situations. <b>Engage in story times.</b> Maintain attention in new situations. <b>Ask questions to find out more and to check they understand what has been said to them.</b> Follow <i>instructions with 2 parts</i> in a familiar situation. <b>Start a conversation with peers and familiar adults and continue for many turns.</b> <b>Develop social phrases</b>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <b>Engage in non-fiction books.</b> Consider the listener and take turns. <b>Use talk to organise/stand for something else in play.</b> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <b>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</b> <b>Ask questions to find out more and check understanding.</b> <b>Articulate their ideas and thoughts in well-formed sentences.</b> <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b> <b>Begin to connect one idea or action to another using a range of connectives.</b> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <b>Describe events in some detail.</b> Express ideas about feelings and experiences. <b>Articulate their ideas and thoughts in well-formed sentences.</b> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <b>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b> Speak in well-formed sentences with some detail. <b>Use new vocabulary in different contexts.</b> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<b>Learn new vocabulary</b> <b>Use new vocabulary through the day understanding.</b>	<b>Listen carefully to rhymes and songs, paying attention to how they sound.</b> <b>Learn rhymes, poems, and songs.</b>			<b>Use new vocabulary in different contexts</b> <b>Listen to and talk about stories to build familiarity and</b>	
<b>Personal, Social and Emotional Development Self-regulation</b>  	<b>Can talk about feelings.</b> Welcome distractions when upset. <b>Increasingly follow rules.</b> <b>Know likes and dislikes.</b> Independently organise belongings in the morning. Manage personal hygiene. <b>Build constructive and respectful relationships.</b>  <b>BEING ME IN MY WORLD – My feelings</b>	<b>Beginning to express their feelings and consider the perspectives of others.</b> Begin to take turns and share resources. Independently choose where they would like to play. <b>Continue to build constructive and respectful relationships.</b>  <b>CELEBRATING SIMILARITIES &amp; DIFFERENCES</b>	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <b>Manage their own needs.</b> Can identify kindness. Seek others to share activities and experiences.  <b>DREAMS AND GOALS</b>	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.  <b>HEALTHY ME</b>	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <b>Show resilience and perseverance.</b>  <b>RELATIONSHIPS</b>	<b>Able to identify and moderate own feelings.</b> <b>See themselves as a unique and valued individual.</b> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.  <b>CHANGING ME</b>
<b>Religious Education</b>	Key Question: What makes people special?	Key Question: What is Christmas?	Key question: How do people celebrate?	Key Question: What is Easter?	Key question: What is right and what is wrong?	Key Question F6: What is special about our world?

<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p><b>Personal Focus</b> – following instructions, practise safely, independent work  <b>Coordination skill:</b> Footwork  <b>Static Balance skill:</b> One leg</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p><b>Social Focus</b> – taking turns and sharing.  <b>Dynamic balance to Agility skill:</b> Jumping and Landing  <b>Static Balance skill:</b> Seated balance</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p><b>Creative Focus</b> – Exploring and describing different movements  <b>Coordination skill:</b> Ball skills  <b>Counterbalance skill:</b> With a partner</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.  <b>Cognitive Focus</b> – understand and follow simple rules, name some things I am good at.  <b>Dynamic balance:</b> On a line  <b>Static Balance skill:</b> Stance</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.  <b>Applying Physical Focus</b> – Performing a single skill or movement with some control, performing a range of skills and link two movements together.  <b>Coordination skill:</b> Sending and Receiving  <b>Agility skill:</b> Reaction/Response</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Health and Fitness Focus</b> – Aware of why exercise is important for good health.  <b>Agility skill:</b> Ball chasing  <b>Static balance skill:</b> Floor work</p>
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Detailed fine motor development on ‘Physical Development’ skills plan.</p>					
<p>Literacy</p> 	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.  Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.  Know that text in English is read top to bottom and left to right.  Know the difference between text and illustrations.  Recognise some familiar words in print, e.g., own name or advertising logos.  Enjoy joining in with rhyme, songs and poems.  Explain in simple terms what is happening in a picture in a familiar story.  Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p><b>Comprehension:</b>  Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.  Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations.  Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text.  Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  Show understanding of some words and phrases in a story that is read aloud to them.  Express a preference for a book, song or rhyme, from a limited selection.  Play is influenced by experience of books (small world, role play).</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories.  With prompting, show understanding of many common words and phrases in a story that is read aloud to them.  Suggest how an unfamiliar story read aloud to them might end.  Give a simple opinion on a book they have read, when prompted.  Recognise repetition of words or phrases in a short passage of text.  Play influenced by experience of books  Innovate a well-known story with support.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions.  Make simple, plausible suggestions about what will happen next in a book they are reading.  Know the difference between different types of texts (fiction, nonfiction, poetry)  Make inferences to answer a question beginning ‘Why do you think...?’ in a picture book that has been read to them, where answer is clearly signposted.  Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.  Recall the main points in text in the correct sequence, using own words and include new vocabulary.  When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.  With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

Literacy	<b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.	<b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	<b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	<b>Phase 1/2</b> Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	<b>Phase 2</b> Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).	<b>Phase 2/3</b> Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC	<b>Phase 3</b> Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my  Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	<b>Phase 3</b> Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are  Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	<b>Phase 4</b> Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so.  Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.  Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy	<b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.  <b>Composition:</b> Use talk to organise describe events and experiences.  <b>Spelling:</b> Orally segment sounds in simple words.	<b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.  <b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	<b>Emergent writing:</b> Use appropriate letters for initial sounds.    <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.  <b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.	<b>Emergent writing:</b> Build words using letter sounds in writing.    <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.	<b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.    <b>Composition:</b> Write a simple sentence with a full stop.  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences.	<b>Emergent writing:</b> Show awareness of the different audience for writing.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop  <b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions).

Writing Development	<p>Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>																																		
	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)																																							
		Adults scribing and writing down word for word what the child says	The child dictates to adults; the adult says each word as it is written, pointing out gaps and punctuation. Re-reading, scanning, and checking writing. Child begins to write the initial sound of a word and the adult continues to scribe for children.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word, which may develop to a VC, and a CVC words and the adult continues to scribe where needed.	More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.																																	
Mathematics	<p><b>Count objects, actions, and sounds. Subitise</b></p> <p>Matching. Sorting &amp; Comparing Comparing amounts Comparing size, mass &amp; capacity Exploring pattern - making simple.</p>	<p><b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b></p> <table><tr><td>Representing 1,2,3</td><td>Representing 4,5</td></tr><tr><td>Comparing 1,2,3</td><td>Comparing 4,5</td></tr><tr><td>Composition of 1,2,3</td><td>Composition of 4,5</td></tr><tr><td>Formation of 1,2,3</td><td>Formation of 4,5</td></tr><tr><td>Circles and triangles</td><td>One more and less</td></tr><tr><td>Positional language</td><td>Shapes with 4 sides.</td></tr><tr><td></td><td>Time</td></tr></table>	Representing 1,2,3	Representing 4,5	Comparing 1,2,3	Comparing 4,5	Composition of 1,2,3	Composition of 4,5	Formation of 1,2,3	Formation of 4,5	Circles and triangles	One more and less	Positional language	Shapes with 4 sides.		Time	<p><b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b></p> <table><tr><td>Introducing zero</td><td>Number 6, 7, 8</td></tr><tr><td>Comparing numbers to 5</td><td>Making pairs, pairs wise, doubles</td></tr><tr><td>Composition of 5</td><td>Combining 2 groups</td></tr><tr><td></td><td>Length, height. Time</td></tr><tr><td>Comparing Mass</td><td></td></tr><tr><td>Comparing Capacity</td><td></td></tr></table>	Introducing zero	Number 6, 7, 8	Comparing numbers to 5	Making pairs, pairs wise, doubles	Composition of 5	Combining 2 groups		Length, height. Time	Comparing Mass		Comparing Capacity		<p><b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b></p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p><b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b></p> <p>Number 10 and beyond—subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p>	<p><b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b></p> <table><tr><td>Adding more</td><td>Doubling</td></tr><tr><td>Taking away</td><td>Sharing and grouping</td></tr><tr><td>Number bonds</td><td>Even and odd</td></tr><tr><td>Shape – spatial reasoning</td><td>Patterns and relationships</td></tr></table>	Adding more	Doubling	Taking away	Sharing and grouping	Number bonds	Even and odd	Shape – spatial reasoning	Patterns and relationships
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Ongoing throughout the year	<p><b>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity.</b></p> <p><b>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</b></p>																																							



## Understanding the World



**Chronology:** Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.

**Chronology:** use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

**Enquiry:** Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.  
**Comment on images of familiar situations in the past.**

**Chronology:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

**Chronology:** Talk about and understand changes in their own lifetime, by creating a personal timeline.

**Enquiry:** Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

**Chronology:** Order experiences in relation to themselves and others, including stories.

**Enquiry: Comment on images of familiar situations in the past.** Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able **to compare and contrast characters from stories throughout the year, including figures from the past.** Using Little People, Big Dreams books.

**Respect:** Themselves, special things in their own lives.

Talk about and describe features of their own family, talk about families in other countries across the world.

**Respect:** **Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.** Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)

**Respect:** Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

**Respect:** Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

**Respect:** **Understand that some places are special to members of their community.**

**Respect:** Animals and know how to care for an animal/pets

**Mapping:** Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.

**Mapping:** Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

**Mapping:** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - **Recognise some environments that are different to the one in which they live e.g., Antarctica.**

**Enquiry:** Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

**Mapping:** Complete a simple BeeBot program using a grid map or carpet squares.

**Enquiry** - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

**Mapping: Draw information from a simple map** and identify landmarks of our local area walk.

**Enquiry:** Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.


Understand the key features of the life cycle of a plant or animal.

**Mapping:** Create own maps using grid paper and symbols (x marks the spot treasure maps)

**Enquiry:** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

**Communication:** Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**

**Observation: Explore the natural world around them** by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design		Refer to Art and Design progression map to facilitate progression through child led interests.				
	<b>Portrait skills</b> – drawing themselves (baseline Assessment) <b>Songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man 5 Little Ducks Rolyoly Up Up Up The Rainbow Song Crocodile Snap <i>Develop storylines in their pretend play.</i>	<b>Clay work</b> – make a clay creature  <b>Songs:</b> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Professor Brains The ABC Song  <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>  <b>PERFORM CHRISTMAS SONGS FOR FAMILIES</b>	<b>Portrait skills revisited</b> – drawing themselves  <b>Songs:</b> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes  <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>	<b>Artist study</b> – Linked to class topic  <b>Songs:</b> Old Macdonald Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey  <i>Create collaboratively sharing ideas, resources, and skills.</i>	<b>Observational work</b> – sketching and painting minibeasts <b>Songs:</b> Big Bear Funk Incy Wincy Spider Dave the Bat Miss Polly had a dolly  <i>Listen attentively, move to, and talk about music, expressing their feelings and responses.</i>	<b>Papier Mache/junk modelling</b> – Create sea creatures <b>Songs Reflect, Rewind &amp; Replay:</b> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat  <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>
	<i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i>					
	<i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.					