



Tarbiyyah Primary School Reception Long Term Planning 2023-2024

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/ Interests/Lines of Enquiry	Let's Explore Teddy Bears Autumn Family All about me & my community People who help us	Marvellous Machines Autumn Stick Man Diwali Bonfire Night Fire Service visit Christmas story Christmas around the world	What happens when we go to sleep? Winter Space and moon Arctic Nocturnal Animals Lost and Found Diurnal Animals Snow Bears/Penguins Friends Chinese New Year Bedtime routines/rest	Ready Steady Grow Pancake Day Restaurant Easter Growing up – babies - generations Planting/Gardening/Spring Farming Decay	Animal Safari Life cycles – Frog/butterfly/plant/sunflowers Osterley Garden Centre visit Local Area – Local Park visit	On the beach Summer holidays (past and present) Hot places Rockpools Mermaids Pirates
Memorable Experience	Tour of the School	Cooking with machines!	Parent Space Workshop	Local Farm Visit	Life cycle of a butterfly kit	Visit a beech
Visitors/Trips	Doctor. School Council, Eco Monitors.	PC Ian. School Council, Eco Monitors.	Science Museum, Heston Park, Soft Play, Library.	Facetime a Farmer, Farm Trip,	Local park visit	Parent career day
Parent Involvement	Express Day, Multi-Cultural Day	Pyjama Party	Workshop with Parents. Children take a teddy home every week linking to Peace at last book. Ongoing Reading Cafe. Ongoing.	Growing cress.	Spring spotting, making a collage	Summer Tea Party
Communication and Language 	<p>Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.</p>	<p>Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases</p>	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
	<p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.</p>			
Personal, Social and Emotional Development 	<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationship Introduce the school core values 'Patience', Sharing</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. Introduce the school core values 'Patience', Sharing</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Understand the need for rest and sleep. Can identify kindness. Seek others to share activities and experiences. Core values: Resilience, Kindness</p>	<p>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. Core values: Resilience, Kindness</p>	<p>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 Show resilience and perseverance. Core values: Excellence</p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. Core values: Excellence</p>

<p>Religious Education</p>	<p>Talk about themselves and members of their immediate family and community</p> <p>Which people are special and why?</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Which people are special and why? Look at religious and non religious stores.</p> <p>Understand Past Through Settings,characters and events encountered in books read in class and storytelling.</p> <p>What can we learn from special stores and why</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Explore cherished memories(festivals, holidays)</p> <p>What times are special and why ?</p>	<p>Learn about the precious nature of our environment, the wider neighbourhood or planet</p> <p>How should we look after our world?</p>	<p>Consider what places are special to themselves, other groups and communities, sacred buildings</p> <p>What makes a place special and why?</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explore objects, artefacts,actions appropriate to handling these objects</p> <p>What things are special to us?</p>
<p>Physical Development</p>  <p>Real PE Focus</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Personal Cog Focus – following instructions, practise safely, independent work Coordination skill: Footwor Static Balance skill: 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>Social Cog Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: 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>Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: 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.</p> <p>Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: 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.</p> <p>Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: 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>Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p>						
<p>Literacy</p> 	<p>Comprehension: 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.</p>	<p>Comprehension: 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>Comprehension: 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>Comprehension: 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>Comprehension: 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</p>	<p>Comprehension: 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>

	<p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>				<p>story, event or rhyme from text or illustrations.</p>	
Literacy	<p>Word Reading: Hear general sound discrimination and be able to hear initial sounds in words.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short CVC words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words and some short phrases made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: 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.</p>	<p>Word Reading: 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.</p>	<p>Word Reading: 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.</p>
Phonics	<p>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.</p>					
	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Phase 2 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, I).</p>	<p>Phase 2/3 Consolidate skills as in Autumn 2. Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng, ai. Know tricky words - the, to, and, no, go, I, he, she, we, me, be. Blend and segment known sounds for reading and spelling VC, CVC, CVCC.</p>	<p>Phase 3 Consolidate Phase 3 sounds we have already covered. Continue Phase 3 skills. Know 8 vowel digraphs – ee, oa, oo, ar, or, ur, ow, oi. Know trigraph igh. Read tricky words they, her, all, are. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Phase 3/4 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er. 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.</p>	<p>Phase 4 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.</p>

<p>Literacy</p>	<p>Emergent writing: 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.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes 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.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Begin to form recognisable letters.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it. Understands that thoughts and stories can be written down. Write a simple sentence with a full stop.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go, he, she, we, be, me independently.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to add spaces between words.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go, they, her, al, are independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop and finger spaces.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: 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. Use of capital letters.</p>	<p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: 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). Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: 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 Spell irregular common (tricky) words independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Helicopter Story Writing Development</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>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 write the other parts of the story.</p>	<p>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.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>


<p>Mathematics</p>	<p>Just Like Me!</p> <p><i>Count objects, actions, and sounds.</i> Subitise</p> <p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p>	<p>It's Me 123!</p> <p><i>Explore the composition of numbers to 3</i> Subitise Automatic recall number bonds 0-3</p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</p>	<p>Light and Dark</p> <p><i>Explore the composition of numbers to 5</i> Subitise Automatic recall number bonds 0-5</p>	<p>Alive in 5!</p> <p><i>Explore the composition of numbers to 5</i> Subitise Automatic recall number bonds 0-5</p> <p>composition number to 5 (2 groups) composition numbers 5 (3 groups) one more and less representing zero equal and unequal numbers to 5 measuring capacity full and empty measuring ingredients comparing mass Representing numbers to 5 Composition of 4 and 5 Comparing Mass Comparing Capacity one more and less shapes with four sides Length, height. Time Combining 2 groups</p>	<p>Growing 6,7 and 8</p> <p><i>Explore the composition of numbers beyond 5 .</i> Subitise Automatic recall number bonds 0-8</p> <p>Number 5 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of 6,7 and 8 sorting 6,7,8 matching 6,7,8 one more and less paring number combining 2 groups comparing hight and length measuring time Counting patterns to 10 and beyond. days of the week Adding more Taking away Number bonds 3d Shape reasoning composition of 9 and 10</p> <p>Doubling Sharing and grouping Even and odd Patterns and matching</p>	<p>Building 9 and 10</p> <p><i>Explore the composition of numbers beyond 5</i> Subitise Automatic recall number bonds 0-10</p> <p>Doubling Sharing and grouping Even and odd Patterns and matching</p>
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<p>Ongoing throughout the year</p>	<p><i>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.</i></p> <p><i>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.</i></p>					
<p>Understanding the World</p> 	<p>Chronology: <i>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</i></p>	<p>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.</p> <p>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.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Chronology: Know about features of local and other environments including our local community.</p> <p>Speak and take part in activities featuring plant, animals, materials and environments.</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>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.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Understand the effect of changing seasons.</p> <p>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.</p>
<p>Respect:</p> <p>Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Respect:</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p>Respect:</p> <p>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.</p>	<p>Respect:</p> <p>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.</p>	<p>Respect:</p> <p>Understand that some places are special to members of their community.</p>	<p>Respect:</p> <p>Animals and know how to care for an animal/pets</p>	
<p>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.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>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.</p> <p>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.</p>	<p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>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</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>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.</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>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.</p>	

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

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 taking part in half termly forest school inspired 'Nature School' sessions and 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



Portrait skills – drawing themselves, observational work, papier mache

Rhymes:
 Pat-a-cake
 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 This Old Man
 Five Little Ducks
 Name Song
 Things for Fingers

Develop storylines in their pretend play.

Develop painting and paintbrush skills using paint to draw interpretation. String painting, bubble painting, straw painting, sponge painting etc.

Junk modelling play.
Speak about the different brush strokes.

Rhymes:
 I'm A Little Teapot
 The Grand Old Duke of York
 Ring O' Roses
 Hickory Dickory Dock
 Not Too Difficult
 The ABC Song

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Monet - Use his techniques to create pictures and paintings. Speak about how this affects vision and the way we see paintings.

Speak about the different brush strokes.

Rhymes:
 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

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Use materials and junk modelling to create role play and pretend play.

Rhymes:
 Old Macdonald
 Incy Wincy Spider
 Baa, Baa Black Sheep
 Row, Row, Row Your Boat
 The Wheels on The Bus
 The Hokey Cokey

Create collaboratively sharing ideas, resources, and skills.

Developing narrative in role play and story telling using props, puppets, and books.

Develop techniques using symmetry painting and mirror painting

Rhymes:
 Big Bear Funk
Listen attentively, move to, and talk about music, expressing their feelings and responses.

Developing narrative in role play and story telling using props, puppets, and books.

Develop techniques using symmetry painting and mirror painting

Rhymes:
 Big Bear Funk
 Baa, Baa Black Sheep
 Twinkle, Twinkle
 Incy Wincy Spider
 Rock-a-bye Baby
 Row, Row, Row Your Boat

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.