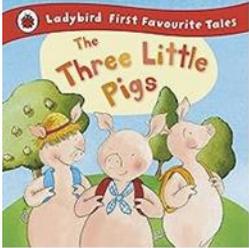
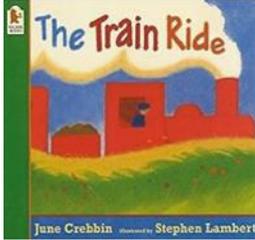
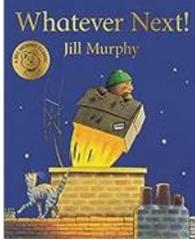
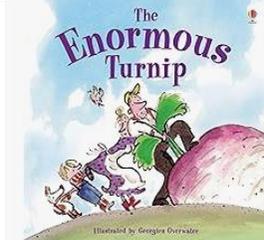
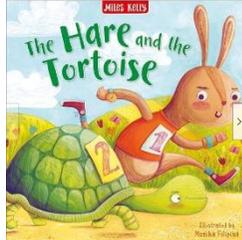


## Reception – Long Term Plan

	<b>AUTUMN 1</b> 6 <sup>th</sup> September – 20 <sup>th</sup> October (6.5 weeks)	<b>AUTUMN 2</b> 30 <sup>th</sup> October – 20 <sup>th</sup> December (7.5 weeks)	<b>SPRING 1</b> 4 <sup>th</sup> January -16 <sup>th</sup> February (6.5 weeks)	<b>SPRING 2</b> 26 <sup>th</sup> February – 27 <sup>th</sup> March (4.5 weeks)	<b>SUMMER 1</b> 15 <sup>th</sup> April – 24 <sup>th</sup> May (6 weeks)	<b>SUMMER 2</b> 3 <sup>rd</sup> June – 19 <sup>th</sup> July (7 weeks)
<b>Academy Value</b>	Be Proud	Connect	Motivate	Empower	Aspire	Transform
<b>Understanding the World</b>						
<b>PKC Learning Theme</b>	<b>All About Me</b>	<b>Transport: Past and Present</b>	<b>Space</b>	<b>Growing and Changing</b>	<b>Kings and Queens</b>	<b>Stories from the Past</b>
<b>History</b>	<p><b>All About Me</b> My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p><b>Charles Burrell</b> Historical figure – George Stevenson; the invention of the steam train. Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history (Link to Charles Burrell). Ernest Shackleton the explorer; The South Pole, the challenges of his journey.</p>	<p><b>People who looked at the stars; Galileo.</b> Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched</p>	<p><b>Farming in the past;</b> Farming in the past; locally relevant information e.g. local areas that used to be farmland, what has grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p><b>The Story of King John and the Magna Carta</b> The story of King John and the Magna Carta King Charles I's coronation in Westminster Abbey. Locally significant areas in the past e.g. a local historical building (The Guildhall, Ancient House Museum) King Charles' coronation in Westminster Abbey.</p>	<p><b>Stories from Ancient Greece:</b> Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon.</p>
<b>Geography</b>	<p><b>Location of our school and the local area</b> My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends,</p>	<p><b>Transport</b> In our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely.  How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice,</p>	<p><b>Astronauts and Astronomers</b> including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p><b>Farming in our local area;</b> what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa</p>	<p><b>The Monarchy;</b> King Charles, Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries</p>	<p><b>Stories from the Past</b> Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>

	families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers and rubbish collectors	Felucca in Egypt, Dog Sled in Norway.		Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	the children have connections to.	
<b>Science</b>	<b>The human body:</b> Facial features, body parts, the senses  <u>Seasons of the year:</u> Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	<b>Forces:</b> Forces - push, pull, twist Air transport Water transport  <u>Seasons of the year:</u> Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres.	<b>Our planet Earth:</b> Land and sea, plants and animals, weather, gravity.  The moon, the sun, the planets in our solar system, space travel, astronauts.  <u>Seasons of the year:</u> Winter. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	<b>Growing and changing:</b> How people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies.  Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.  <u>Seasons of the year:</u> Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	<b>Seasons of the Year:</b> Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.  Design a garden for the King; what could we grow? What would we include? Sketch some ideas and write about the design.	<b>Seasons of the Year:</b> Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.  Changing state of matter; Why do our ice lollies melt?
<b>Experiences and Special Events including trips and visitors</b>	Parents Phonic Workshop European Day of Languages Little City Experience People who help with in the community; police, nurses, fire service etc	Remembrance Day Black history week Christmas Crafternoon Christmas Performance Thetford Library	Parents Maths Workshop Safer Internet week Children's mental Health week	World Book Week Easter Crafternoon Mother's Day Farm Visitor – tractor experience Allotment Animals visitor – taking care of pets	National Science week Visit to the Ancient House museum Aspirations Week – linked visitors	Father's Day Sports Day End of year visit parents invited to visit class Thetford Forest
<b>Literacy</b>						
<b>Phonics (Little Wandle)</b>	<b>Phase 2 graphemes</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l <u>Tricky words</u> is, l, the	<b>Phase 2 graphemes</b> ff ll ss jv w x y z zz qu ch sh th ng nk <u>Tricky Words</u> put* pull* full* as and has his her go no to into she push* he of we me be	<b>Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters dd mm tt bb rr gg pp ff longer words <u>Tricky Words</u>	<b>Review Phase 3</b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters / longer words words with two or more digraphs	<b>Phase 4</b> short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVC longer words longer words compound words root words ending in:	<b>Phase 4</b> long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer

		<p>words with s /s/ added at the end (hats sits)</p> <ul style="list-style-type: none"> <li>• words with s /s/ added at the end (hats sits)</li> <li>• words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul>	<p>was you they are by my all sure pure</p>	<p>longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ No new tricky words, review ones taught already and focus on spelling</p>	<p>-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</p>	<p>root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words No new tricky words, review ones taught already and focus on spelling</p>
<p><b>Writing</b> Talk4Writing</p>	 <p><b>The Three Little Pigs</b> By Nicola Baxter</p> <p><b>Verbal Recount</b></p> <p>-Role play story and act out with puppets -Name writing -Story maps -Labelling</p>	 <p><b>The Train Ride</b> By June Crebbin</p> <p><b>Verbal Recount</b></p> <p>-Listen to a range of repeating stories. -Orally recount in sentences -Story maps -List writing - Innovate story</p>	 <p><b>Whatever Next!</b> By Jill Murphy</p> <p><b>Instructional text – how to make a sandwich</b></p> <p>-Orally giving instructions -Instruction writing -Self assessment introduced</p>	 <p><b>The Enormous Turnip</b> By Katie Daynes and Georgien Overwater</p> <p><b>Written Recount</b></p> <p>Beginning of a story Explore acting out story and innovating characters Record story in phrases/sentences</p>	 <p><b>The Queen's Handbag</b> By Steve Antony</p> <p><b>Written Recount</b></p> <p>Role play and act out story Write an innovated story</p>	 <p><b>The Hare and the Tortoise</b> Written Recount</p> <p>Role play. Discuss theme. Write in three parts Beginning, middle and end</p>
<p><b>Reading</b> Key Texts</p>	<p><b>Non Fiction:</b> This is my house Homes Healthy Bodies Autumn A Golden Leaf</p> <p><b>Fiction:</b> Dan and Diesel Owl Babies Here we Are Ruby's Worry Goldilocks and the Three Bears Where's my teddy? You Choose</p>	<p><b>Non Fiction:</b> Diggers Emergency Vehicles Trucks Machines that work Trains Ships &amp; Boats Signs of Winter</p> <p><b>Fiction:</b> Duck in the truck Mrs Armitage on Wheels Who Sank the Boat? Mr Gumpy's Motor Car Rosie's Walk Stickman The Christmas Story</p>	<p><b>Non Fiction:</b> The Sun The Solar System Mars Rover Driver Space Vehides Astronomy Questions and Answers about Space</p> <p><b>Fiction:</b> You Choose Space Astro Girl How to Catch a Star The way back home Once upon a star Six Dinner Sid The Hare and the Tortoise</p>	<p><b>Non Fiction:</b> The First Flower Spring Signs of Spring Seasons See Me Grow How to be a Butterfly What's for lunch? Vegetables What's for lunch? Fruit</p> <p><b>Fiction:</b> Jasper's Beanstalk The Tiny Seed Oliver's Fruit Salad Jack and the Beanstalk The Enormous Tumip The Easter Story Handa's Surprise</p>	<p><b>Non Fiction:</b> Our King Charles Our Queen Elizabeth Summer through the Seasons</p> <p><b>Fiction:</b> The Queen's Hat The Princess and the Pea Queen Elizabeth</p>	<p><b>Non Fiction:</b> This Drop of Water Water Water Cycle</p> <p><b>Fiction:</b> Little Red Riding Hood The legend of St George and the Dragon Aesop's Fables King Midas and the Golden Touch Stories from Ancient Greece Anansi the Spider</p>

<b>Traditional rhymes and poetry</b>	Heads, shoulders, knees and toes 5 currant buns 1 finger, 1 thumb keep moving	5 little ducks 1, 2 buckle my shoe 5 little peas in a pea pod pressed	Zoom zoom zoom 5 little men in a flying saucer 5 little speckled frogs	Old MacDonald had a farm Tommy thumb Mary, Mary, quite contrary	The Grand Old Duke of York Here we go round the mulberry bush Jack and Jill	Incy Wincy Spider Rain, rain go away Row, row, row your boat
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## Communication and Language

	<ul style="list-style-type: none"> <li>-Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>-Develop their communication but may continue to have problems with irregular tenses and plurals -Develop their pronunciation but may have problems saying some sounds/multi-syllabic words -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important. - Learn new vocabulary. -Use new vocabulary through the day -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. - Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases.</li> <li>-Engage in story times. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>ELG: -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions -Make comments about what they have heard and ask questions to clarify their understanding -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate -Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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## Maths

<b>Number and Numerical Patterns (NCETM)</b>	<ul style="list-style-type: none"> <li>-Join in with a counting pattern</li> <li>-Develop cardinality</li> <li>-Compare sets of objects</li> <li>-Use the language of comparison</li> </ul>	<ul style="list-style-type: none"> <li>-Develop subitising and counting skills</li> <li>-Explore the composition of numbers within and beyond 5.</li> <li>-Identify when two sets are equal or unequal</li> <li>-Connect two equal groups to doubles.</li> <li>-Connect quantities to numerals.</li> <li>-Join in with verbal counts beyond 20</li> </ul>	<ul style="list-style-type: none"> <li>-Explore a range of representations</li> <li>-Compare quantities and numbers</li> <li>-Develop a sense of magnitude</li> <li>-Find one more and one less than numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>-Identify when sets can be subitised or counting is needed</li> <li>-Find 9 and 10</li> <li>-Compare numbers to 10</li> <li>-Represent 9 and 10</li> <li>-Conceptual subitising to 10</li> <li>-Composition to 10</li> <li>- Bonds to 10</li> <li>- Make arrangements of 10</li> <li>-Doubles to 10</li> </ul>	<ul style="list-style-type: none"> <li>-Build numbers beyond 10</li> <li>-Continue patterns beyond 10</li> <li>-Build numbers beyond 10</li> <li>-Continue patterns beyond 10</li> <li>-Verbal counting beyond 20</li> <li>-Verbal counting patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Add more</li> <li>-How many more</li> <li>-Take away</li> <li>-How many left</li> <li>-Consolidation of numbers to 20</li> <li>-Composition of numbers to 20</li> <li>-Representing numbers in different ways</li> <li>-Review counting beyond 20</li> </ul>
<b>Shape, Space and Measure (WRM)</b>	<ul style="list-style-type: none"> <li>-Match objects</li> <li>-Match pictures and objects</li> <li>-Identify a set</li> <li>-Sort objects to a type</li> <li>Explore sorting techniques</li> <li>-Create sorting rules</li> <li>-Compare amounts</li> <li>-Compare size</li> <li>-Compare mass</li> <li>-Compare capacity</li> </ul>	<ul style="list-style-type: none"> <li>-Explore length</li> <li>-Compare length</li> <li>-Explore height</li> <li>-Compare height</li> <li>-Talk about time</li> <li>-Order and sequence time</li> <li>-Identify and name circles and triangles</li> <li>-Compare circles and triangles</li> <li>-Shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and name 3-D shapes</li> <li>-Find 2-D shapes within 3-D shapes</li> <li>-Use 3-D shapes for tasks</li> </ul>	<ul style="list-style-type: none"> <li>-3-D shapes in the environment</li> <li>-Identify more complex patterns</li> <li>-Copy and continue patterns</li> <li>-Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Continue patterns beyond 10</li> <li>-Select shapes for a purpose</li> <li>-Rotate shapes</li> <li>-Manipulate shapes</li> <li>-Explain shape arrangements</li> <li>-Compose shapes</li> <li>-Decompose shapes</li> <li>-Copy 2-D shape pictures</li> <li>-Find 2-D shapes within 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>-Explore sharing</li> <li>-Explore grouping</li> <li>-Even and odd sharing</li> <li>-Play with and build doubles</li> <li>-Identify units of repeating patterns</li> <li>-Create own pattern rules</li> <li>-Explore own pattern rules</li> <li>-Replicate and build scenes and constructions</li> <li>-Visualise from different positions</li> <li>-Describe positions</li> </ul>

	- Explore simple patterns -Copy and continue simple patterns Create simple patterns	-Describe position -Identify and name shapes with 4 sides -Combine shapes with 4 sides Shapes in the environment -My day and night				-Give instructions to build -Explore mapping -Represent maps with models -Create own maps from familiar places -Create own maps and plans from stories -Deepen understanding -Patterns and relationships
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## PSHE

<b>Kapow PSHE</b>	<b>Self-regulation:</b>  My feelings - Identify feelings - Identify and express feelings - Explore different coping strategies to help regulate our emotions. - Explore different adjectives to describe our feelings. - Explore different facial expressions and what they mean. - Identify different feelings and how to moderate behaviour socially and emotionally.	<b>Building relationships: Special relationships –</b>  Understand that all families are valuable and special. - To talk about people that hold a special place in their lives. - To think about what it means to be a valued person. - To understand why it is important to share and cooperate with others. - To develop strategies to help when trying to share with others. - To see themselves as a valuable individual. - To understand that it is ok to like different things. - To share their interests with a group. - To explore diversity through thinking about similarities and differences	<b>Managing self: Taking on challenges –</b>  To understand why we have rules. - To understand the importance of persistence in the face of challenges. - To develop confidence in their own ability to solve problems. - To work together as a group to overcome challenges. - To communicate effectively with others. - To learn and practise 'grounding' coping strategies. - To understand the importance of perseverance in the face of challenge. - To learn new skills, showing resilience and perseverance in the face of challenge.	<b>Self-regulation: Listening and following instructions –</b>  To understand why it is important to listen carefully. - To listen attentively to a story. - To talk about and retell parts of a story they have deep familiarity with. - To understand why it is important to listen carefully. - To understand why it is important to tell the truth and think about the feelings of others. - To follow instructions involving several ideas or actions. - To persevere when things are difficult. - To give simple instructions. - To listen and respond to phrases and instructions that involve several ideas or actions.	<b>Building relationships: My family and friends</b>  - To understand that we all have different beliefs and celebrate special times in different ways. - To think about the perspectives of others in the class. - To understand why sharing is important. - To understand the characteristics that make a good friend. - To think about why it might be difficult for others to be a good friend all of the time. - To consider why it is important to support each other by being kind. - To learn how to help, listen to and support others when working in a team. - To plan a party to celebrate the special friendships within the class.	<b>Managing self: My wellbeing</b>  - To learn about the importance of exercise. - To explore how exercise affects different parts of the body. - To learn how yoga can help our bodies to stretch, relax and stay healthy. - To explore guided meditation and relaxation. - To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. - To know and discuss the factors that support their overall health and well-being. - To understand what it means to be a safe pedestrian. - To understand what it means to eat healthily. - To understand the importance of healthy food choices. - To explore what it means to have a balanced diet.
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<b>Religious Education</b>	Religion – Christianity Why is the word God so important to Christians? What is Christmas?  Theme: Theology	Religion – Christianity Do Christians put a cross in Easter gardens? What is Easter?  Theme: Philosophy	Religion – Islam, Hinduism, Sikhism How do people celebrate different festivals? Explore different religions.  Theme: Human/Social Science
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<b>Festivals and Celebrations</b>	European Day of Languages	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Mothering Sunday St Patrick's Day Easter	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
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## Physical Development

<b>Gross Motor</b>	Bikes Bean bag and ball throwing and catching	Bikes Basketball Pulling trolley Climbing equipment	Wheelbarrows Bikes Ball skills and beanbag throwing Climbing	Bikes Parachute games Ball games Climbing	Team games including relay races, Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching
<b>Fine Motor</b>	Scissor skills Cutlery	Threading and weaving Name writing/	Drawing and use of stencils.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting	Junk Model Castles	Pipettes. Cutting textured paper

	Drawing Following patterns Letter formation Dough disco and dough modelling Use of tweezers Peg board patterns Painting with brushes outdoors Threading Lego and construction blocks Shape matching puzzles. Collage	Drawing using different media Letter formation Spray bottles Pipettes Cutting patterns Dough disco and dough models Chalking outside Junk modelling Painting Balancing puzzles Lego and construction blocks Paper chains	Following patterns using stickers. Use of chop sticks Writing Cutting skills and use of split pins. Chalking outside Folding paper to make creations. Artwork using matchsticks Junk modelling Jigsaw puzzles Lego and construction blocks Printing	Drawing and painting plants and flowers, leaf rubbings, pencil control Painting Gardening Collage Straw art Vegetable printing Pipette painting. Easter baking Yarn Wrap Flowers Finger print flowers.	Crown and flag making (scissor skills and gem sticking) Construction Sand castles Dot to dot Writing Puzzles Drawing Collage Stencils Paper chain decorations	Tracing using templates Drawing and painting Hole punching and simple sewing Writing Word Searches Collaging with Feathers.
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<b>Get Set for PE</b>	Yoga Spatial awareness and coordination.	Gymnastics	Indoor Fundamentals Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Dance Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Ball skills Using racquets and balls, throwing and catching	Games
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## Expressive Arts and Design

<b>Key Artists</b>	Picasso 	Pissarro's seasons paintings 	Jackson Pollock 	Lowry's houses and architecture of Hundertwasser 	Van Gogh's Sunflowers 	Degas' Ballet Dancer 
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<b>Creating with Materials</b>	Exploring colour. Painting with primary colours. Mixing secondary colours. Picasso - Painting: portraits	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear
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<b>Music Being imaginative and expressive</b>	Rhythm, Pulse and Sound  Explore sounds of instruments and how these can be changed. Encourage repeated rhythms, listening to the beat in music and	Singing in a group (Christmas Performances)  Composer: Sergei Prokofiev, <i>Peter and the Wolf</i> Discuss thoughts and feelings about the music. Accompany with instruments.	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch  Explore how sounds and voices can be changed – whispered, shouted, sung. Explore tuned instruments and	Playing with Sounds: Singing Games including call and response  Singing games and nursery rhymes including: - Hokey Pokey - I'm a Little Teapot	Instrumental Activities  Composer: Louis Armstrong Composer: Paul Dukas, The Sorcerer's Apprentice Discuss thoughts and feelings about the music. Accompany with instruments.	Instrumental activities:  Exploring instruments and noises – hitting, shaking, plucking, tapping. Turning household objects into instruments. Compose using percussion instruments.
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	<p>responding to changes in tempo and volume.</p> <p>Composer: Wolfgang Amadeus Mozart, <i>Allegro</i> from <i>A Little Night Music</i>. Discuss thoughts and feelings about the music. Accompany with instruments.</p>		<p>the different pitch they can make.</p> <p>Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel Discuss thoughts and feelings about the music. Accompany with instruments.</p>	<ul style="list-style-type: none"> <li>- If You're Happy and You Know it</li> <li>- Head, Shoulders, Knees and Toes</li> </ul> <p>Call and response songs including:</p>		<p>Composer: G.F. Handel Discuss thoughts and feelings about the music. Accompany with instruments.</p>
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