## EYFS Reception Long Term Plan (Year 2) 2024/2025

		Autumn 1	earning our children are submerged into. In addition, teaching and Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Nain Theme	(7.5 weeks)	(7 weeks)	(6 weeks)	(7 weeks)	(4 weeks)	(7 weeks)		
	not limited to)	Once upon a time	Transport	Being Healthy	Animals around the World	Plants	Journeys		
perienc	es /Trips	Harvest Festival, Offsite Forest Fun Sessions, Bonfire Night, Remembrance Day, Children in Need, Sponsored Walk, Nativity Play, Christmas		Q & A Visit from People of different occupations, Trip to a Zoo / or Animal Visit, Multi Sports Festival at Lacon Childe School		Growing competition, trip to experience pond dipping, Local minibeast hunt and survey. Local walk around Stottesdon, Whole School - Sports Day, Swimming Lessons at Highley			
Core Texts (see <u>EYFS Reading Spine which</u> includes non-fiction texts)	Talk 4 Writing Texts	MULTIPERE	The Train Ride Naughty Bus	Vittle Red - ten	Dear Zoo Rod Campbell		Mr. Gumpy's Outing John Darwingham		
	Little Wandle Rhyme Time	Jack and Jill The Grand Old Duke of York Humpty Dumpty Twinkle Twinkle Little Star	Wheels on the Bus Row Row Row Your Boat Ring-a-Ring-a-Roses	Miss Polly had a Dolly Pat-a-Cake Round and Round the Garden	1,2,3,4,5 Once I caught a fish alive Wind the Bobbin Up Hey Diddle Diddle Hickory Dickory Dock	Mary Mary Incy Wincy Spider	A sailor went to Sea 1, 2 Buckle my Shoe Baa Baa Black Sheep		
	Poems	Chop Chop Leaves are falling. Five Little Pumpkins	Breezy Weather Pointy Hat Thunderstorm	Carrot Nose Hungry Birdies Pancakes	A Little Seed Spring Wind Pitter Patter	I Have a Little Frog A Little Shell Under the stone	Five Little Peas Slice of Bread		
ord Awa	are	Under, More, Quick, Near, All, Last, Before	Same, Between, Day, Different, Heavy, Side, Next To	Through, Front, Over, Around, Thick, Early	Shiny, Above, Both, Second, Next	Light, Dark, Corner, Bigger, Thin, Rough, Below	Few, Later, Light (not dark) Straight, Heavier, Half, Wide		
Literacy Outcomes	Reading * Tricky Words	Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r I Week 5 h b f 1 the Develop routines for phonics and reading sessions. Modelled blending sessions daily. Name reading in continuous provision. Making predictions.	Week 1 ff II ss j Week 2 v w × Week 3 z zz qu words ending with s ch Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) <b>*put pull (full as and has his har go no to into she push he of we me be</b> Daily CVC activity for both reading and writing. Basic Who, what, where, when Qs for comprehension. Independent decodable books in the environment. Learning and role-playing stories Comparing to stories we already know. Good Vs bad.	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words * was you they my by all are sure pure Daily independent reading of basic sentences. Comparison of fiction and non-fiction. Understands that information can be found in non-fiction books. Looks through non-fiction books with interest. Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear 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 ein the middle /z/ s words ending -s words with -es at end /z/ *Review all taught so far Signify whole class text and begin to make simple innovations of places and character.	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVC CCCVC longer words 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 there when what one little says Independent reading of books with multiple sentences. Introduction of 'why?' inference questions. Sorting texts fiction/non-fiction	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words Tricky Words Review all taught so far Signifying/story maps/innovate small sections W,W,W,W questions.		
	Writing	Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs PenPals F2 Term 1 Dots, Straight lines and crosses, Circles, Waves, Loops and bridges Joined straight lines, Angled patterns, Eights, Spirals Left to right orientation, Mix of patterns, Review of patterns		Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs <b>PenPals F2 Term 2</b> Long-legged giraffe letters I, i, u, t, j, y One-armed robot letters r, b, n, h, m, k, p		Dough Disco and strength activities e.g. CoolKids and Gross and Fine Motor Rainbow Jobs         PenPals F2 Term 3         Curly caterpillar letters c, a, d, o, s, g, q, e, f         Zig-zag monster letters z,v, w, x,         Upper case letters used to start a sentence.    Secure spelling of tricky words			
		Ordering letters of my first name Daily name writing. Basic control and letter formation. Labelling all artwork with name. Initial sounds	Modelled drawing and writing sessions. Writing simple lists Modelled drawing with CVC labelling. Label story snippets with what they see	Daily CVC tasks involving new digraphs and revisits of old. Modelled finger spaces to separate words. Simple I can see sentences	Upper case letters used to start a sentence. Daily first and second name. Simple sentences using capital letters, finger spaces, full stops.	Upper case letters used to start a sentence. Daily first and second name. Simple sentences using capital letters, finger spaces, full stops, conjunction "and"	Secure spelling of tricky words Secure phase 2-4 phonemes Multiple sentences that retell class text Describing/recount sentences for visit		
	CL See <u>Vocab List</u>	Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play-responding to direct questions and play activities.	Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs.	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses.	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained, and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened.	Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way.	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to sho mastery.		
SE		Being me in my world (Jigsaw) Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily	Celebrating difference (Jigsaw) Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship	Dreams & Goals (Jigsaw) Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Healthy me (Jigsaw) Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers	Relationships/Families (Jigsaw) Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	<b>Changing me (Jigsaw)</b> Know the names and functions of some parts of the bo (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move o		
	Daily Gross Motor Motor 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								
Physical Education	Structured PE Focus Twice a Week to develop core strength, stability, balance, special awareness, co- ordination, and agility.	Fundamental Movement Skills Through co-operation games explore travelling in different directions and ways, to create and practice spatial awareness. (Action & Team games) To incorporate small apparatus (beanbags, balls), building on co-ordination and balance.	Dance - Experiment with different ways of moving. Represent their own ideas, thoughts and feelings through music, dance and stories. (BBC Let's Move)	Gymnastics -         Experiment with different levels of moving, jump off         objects and land appropriately travel with confidence and         skill around, under, over and through balancing and         climbing equipment.         Dance - Explore moods and feelings and to develop their         response to music through dance.	Gymnastics – Stretching and curling, incorporating rolls. Creating a short sequence with a partner	Fundamental Movement Skills Showing increasing control over an object by pushing, patting, throwing, catching, dribbling or kicking it, using an array of equipment -different ball sizes, addition of variety of bats/sticks/rackets	Fundamental Movement Skills Running, throwing & jumping. Sports Day Activities. Swimming-To build confidence and safety in the watee to float on their back and front with a float. Water confidence - to include safe entry & exit, movi around, getting wet and floating (with use of flotation aids).		
	Forest School	Forest Fun: To co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking. Signs and changes of Autumn.	Forest Fun: To be able to use senses to investigate the Forest Schools area (Touch - hug a tree; Sight - colour matching; Smell; woodland perfume)	Forest Closed	Forest Fun: To be able to safely handle & use tools in the forest	Forest Fun: To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.	Forest Closed		
	Fine motor	Dough Disco, Crocodile Song, Writing Position, Cool Kids / Storycise session once a week Drawing Club / Pre-Writing symbols		Dough Disco, Crocodile Song, Cool Kids / Storycise session once a week, Drawing Club Using a knife and fork to cut		Capital letter formation A-Z Establish the correct pencil grip and posture for writing			
	Personal	Attempt to manage own hygiene Develop the skills to manage the school day- dressing an		To be able to put on and take off own coat. Begin to talk about different ways I can be healthy and keep active		To be able to fasten own coat Talk about different ways I can be healthy and keep active			
astering ICETM)	g Number	Revision of numbers 1-5 1:1 Correspondence Counting to 5	Subitise within 5 Patterns within 4 Use fingers to represent quantities	Subitise within 5 - Structured and random Patterns to 5 and more than 5 Patterns with small group and 1 more	Symmetrical Patternals/Doubling Cardinality of numbers within 10 Counting pattern beyond 20	Familiar subitising patterns Subitising with number patterns Know when to count and when to subitise	Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers		

	Showing and making numbers using objects Introduction to height Patterns	1:1 Correspondence/ know the last number counted is how many Counting rhymes and songs Cardinality of 5 Count beyond 5 Recognise numerals to 5 Numbers made with 1s Compose own numbers within 5 Explore parts and wholes Compare sets Language of comparison Compare by looking/subitising Compare equal sets	Verbal counting to 20 and beyond Counting objects Order numbers Composition of 5 missing/hidden parts Composition of 6 Numbers to 10 as 5 and some more Compare and use language to compare play comparison games Compare by matching equal sets Explore making unequal sets Spatial Thinking and Positional Language	'shape' of these Begin to link even to doubles Begin to explore composition within 10 Compare numbers and reason using its 'how manyness'/position in the number system 2D Shape and 3D Shape	Counting from different starting points Composition of 10 Measure Length and Weight
		Every day time language			
Not limited to just these. Will be regularly reviewed depending on cohort and will be flexible to react to child interest and events	History - Past and Present Know that a castle is a very old house Talk about who lived in a castle (examples include: monarchs and knights) Know we have a King Know fairytales with kings and queens, or princes and princesses in Know nursery rhymes relating to the past e.g. Why did Jack and Jill go up the hill to get water? The Natural World / Science Identify typical weather in Autumn (getting colder, wetter, windier) Know that this time of year is Autumn and the signs and changes of Autumn (leaves change colour, fall off the trees, animals get ready to hibernate - long sleep) Explore a range of materials for floating and sinking (DT Project: Explore how the objects move in water) Explore natural objects from the surrounding environments (FF) Planned Field Work: Listen to sounds outside in the local area and identify the source Why sounds are in particular areas?	History - Past and Present Understand that some celebrations have symbols e.g. poppies for remembrance, light for Diwali, Nativity for Christmas. Begin to understand the reasons for different celebrations, (examples are Christmas and Diwali, Bonfire night and Guy Fawkes Name different types of transports Noticing differences, changes and similarities in artefacts, pictures and stories of transport now and then. The Natural World / Science Identify different types of weather (rain, sun, wind, snow) Use fieldwork to observes changes of physical features (trees) Shine light on or though different materials Explore how to change how things work Explore forces and how objects/ materials are affected by forces Learn about our five senses (FF) Listen to sounds outside and identify the source (FF) Planned Field Work: Observing changes of physical features e.g trees	History - Past and Present Name the members of their immediate and extended family (could include: mum, dad, step-parent, sister, brother, aunty, uncle, grandparents) Know about when we were babies Talk about a simple past event, (example visiting a shop). Know that people have taken part in sport for a long time. <b>The Natural World / Geography</b> Know that this time of year is Winter and the signs and changes of Winter (bare trees, its cold, less animals due to hibernation - long sleep.) Know where milk, eggs, cheese, pork, beef, chicken come from. Follow directions (up/down, left/right, behind/in front of) Learn about how to take care of themselves. (Wash, sleep, exercise, diet, oral hygiene, well-being Know the names of body parts. Melt and solidify different substances and combine and mix (Pancake Day/Gingerbread Man) Observe, measure and record changes to materials by heating and cooling in cooking (e.g., toast, ice lollies, eggs)	History - Past and Present Know dinosaurs lived a long, long time ago. Know dinosaurs no longer live but their fossils are here now. The Natural World / Geography / Science Know that we don't have certain animals in England and will compare with another country. Know that the green on a global is land and the blue is sea. Know that a globe shows different countries around the world Know a habitat is a place a plant or animal lives. Know that this time of year is Spring and the signs and changes of Spring (buds in trees, lambs in the field, birds in the garden) Planned Field Work: Visit a local zoo, creating a map of a zoo.	History - Past and Present Know that during the life cycle of a plant or living thing, change takes place. Know that I have grown and will continue to grow. Notice differences, changes and similarities in the seasons. The Natural World / Geography / Science Know that this time of year is Summer and the signs and changes of Summer (getting hotter, flowers, growing, bees) Know farms grow crops that are used to make food. (Wheat to flour to bread) Know farmers plough, plant and harvest on a farm. Use fieldwork to choose where it would be best to build a b hotel. Compare how materials change over time and in different conditions e.g., plants in different places Explore rainbows Planned Field Work: Bug Hunt, Where would we find different bugs. Where would be best to build a bug hote
RE Links to People, Culture and Communities	Being Special: Where Do We Belong? Retell religious stories making connections with personal experiences • What makes me and others special • Belonging – family – groups – school – church – Welcome to our church (what is church/being a Christian). Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Harvest and link to Spring 1 objectives)	Why is Christmas Special for Christians? Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas: Nativity: Jesus' birthday: how do Christain's celebrate; how do Christain's know they are special to God) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories about Jesus, making connections with personal experiences	Why is the word 'God' so important to Christians? (What does God mean? Who believes in God? God the creator) Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world - Retell stories, talking about what they say about the world, God, human beings - Think about the wonders of the natural world, expressing ideas and feelings - Say how and when Christians like to thank their Creator - Talk about what people do to mess up the world and what they do to look after it.	Why is Easter Special to Christians? Recognise and retall stories connected with celebration of Easter (What do Christian's believe happened to Jesus? Why is this important? · Say why Easter is a special time for Christians · Talk about ideas of new life in nature · Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature · Talk about some ways Christians remember these stories at Easter	What places are special and why? Talk about somewhere that is special to themselves and why · Recognis that some religious people have places which have special meaning · Tal about the things that are special in a place of worship (Christian and o other) · Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God · Get to know and use appropria words to talk about their thoughts and feelings when visiting a church another place of worship · Express personal responses to the natural world.
	Harvest Festival Birthdays / Christenings	Diwali Advent / Christingle / Christmas	Valentines Day	Pancake day Mother's Day Easter	Weddings
Overall aims: To u	understand technology needs to be programmed. To be able	to use a range of technologies e.g., laptop, programmes in purple r	nash, code-pillars, iPad, sound tins, cameras, other programmab I	e toys. To use technology in their roleplay e.g. phones, o	computers, shop tills/scanners, printers/photocopiers
Computing	Using a camera to take photographs Using the ipads to take photograph – in provision Logging onto purple mash (avatar creation) Using mini mash – using the mouse pad – click and drag	Mini mash to support our learning Using the computer to draw pictures (Autumn Tree Transport colouring) Click and hold to colour Using To do's	Technology in our role play – how people that help us use technology – doctors, dentist, supermarket Using the computer to draw pictures (Winter Tree) Continue mini mash and 2dos	Programming toys – programmable toys (beebots) and codeapillar Using the computer to draw pictures (Spring Tree) Continue mini mash and 2dos	Logging onto computers independently and beginning to use the keyboard for 1 word captions (knowledge of capitals applied) Continue mini mash and 2dos
	modify their environment (UTW/PSED). DT enables learners to gai possibilities and limitations of different materials, including making	vell as Expressive Arts & Design ELG: Creating with Materials. Design and techn n knowledge and understanding of their world (UTW/PSED). Design is not just of mistakes (PD/PSED) A range of everyday resources available within the classr ey like about their work & others' designs & how they would improve -help to des	about drawing, but about thinking, involving some experience, some imaginati oom & outside & forest fun for learners to access both independently & with	on and a willingness to change and modify ideas (C&L/EAD). Techno	logy, on the other hand, is about doing - making something for a purpose, in
	Design and make a boat for a goat (Three Billy Goats)		Design and make a bird feeder -observe the effects of	Design and create models using construction linked	Design and create bug house
		Design and make wrapping paper	mixing ingredients & cooking using the fridge, freezer, microwave & oven	the themes & discussions	Design and create bug nouse
riences ation from Autumn 2 gnise and describe key ires of their own and 's' work. t work if necessary		n on with a partner / Setting up the easel & tidying up the area rtists. D sketch. <u>C Crayon Rubbings</u>	microwave & oven           Imaginary Landscapes           Area of Exploration: 6 HOW CAN WE USE OUR IMAGIN           Ducklings           • Safely use and explore a variety of materials, to texture, form and function.           • Share their creations, explaining the process th Still Life Compositions: Inspired by Cezanne           Area of Exploration: 1. WHAT CAN WE SEE?	INTIONS?	Clay Play         Area of Exploration: 4 HOW CAN WE EXPLORE 3D MA'         •       Safely use and explore a variety of materials, texture, form and function.         •       Share their creations, explaining the process the mark making and Sound & Movement Map         Areas of Exploration: 5 HOW CAN WE USE OUR BODIT         •       Listen attentively, move to and talk about musical statements.
essive Arts and Design riences ation from Autumn 2 gnise and describe key ires of their own and 's' work. t work if necessary about how things work and talk about what have produced, 'ibing simple techniques jedia	Introduce how to use the Art area / How to put an apro Finding Circles / Shells Area of Exploration: 1. WHAT CAN WE SEE? Recognise shapes (circles) in our world. Recognise shapes (circles) in the work of a Use line to draw 3D circular objects as a 2 Develop early visual literacy skills. Explorer's Books: Collecting Colour / Collaging with Wax Area of Exploration: 2.HOW CAN WE EXPLORE COL	n on with a partner / Setting up the easel & tidying up the area rtists. D sketch. <u>CORP</u> our and colour mixing), refining ideas and developing their ability	microwave & oven           Imaginary Landscapes           Area of Exploration: 6 HOW CAN WE USE OUR IMAGIN           Ducklings           Safely use and explore a variety of materials, to texture, form and function.           Share their creations, explaining the process th Still Life Compositions: Inspired by Cezanne	IATIONS? hols and techniques, experimenting with colour, design, ey have used.	Clay Play Area of Exploration: 4 HOW CAN WE EXPLORE 3D MA • Safely use and explore a variety of materials, texture, form and function. • Share their creations, explaining the process t

ing points								
	History - Past and Present							
e of a plant or living thing,	Know that people go on holiday to the seaside. Noticing differences, changes and similarities in							
ill continue to grow.	artefacts, pictures and stories of seaside now and then.							
nd similarities in the seasons.	The Natural World / Geography / Science							
phy / Science Summer and the signs and	Know that this time of year is Summer and the signs and changes of Summer.							
otter, flowers, growing, bees)	Know our school is in Stottesdon.							
re used to make food. (Wheat	Know there is a map of Stottesdon.							
d harvest on a farm.	Find information on a simple map through play experiences (school, church, road, playground)							
e it would be best to build a bug	Know there is a church in Stottesdon.							
e over time and in different	Know a map is view from above. Explore light sources / shadows							
e over time and in different rent places	Explore light sources / shadows Learn about the solar system and stars							
	Know that the green on a global is land and the blue is							
it, Where would we find	sea. Planned Field Work: Recycling Points on a school							
l be best to build a bug hotel?	grounds map. Where to build a new house?							
	Million of the second							
	What times/stories are special and why? What can we learn from the story? How does it help us choose how to be?							
al to themselves and why • Recognise es which have special meaning • Talk	Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories							
a place of worship (Christian and one	they hear • Identify a sacred text e.g. Bible, Torah • Talk about							
Christians, Muslims or Jews, these ood • Get to know and use appropriate	some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story							
and feelings when visiting a church and personal responses to the natural	of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what							
	the Chanukah story teaches Jews about standing up for what is							
	right), etc.							
	Father's Day							
rinters/photocopiers								
•								
endently and beginning to use	Continue mini mash and 2dos Using the computer to draw pictures (Summer Tree)							
ons (knowledge of capitals Id 2dos	Identifying electrical devices Targeting any key areas							
- making something for a purpose, involvi	neir world, but to a sense of agency - of being able to change and ng putting ideas into practice and having an awareness of the							
cissors, cutters, playdoh tweezers & hole	punches -fix & join materials using sellotape, string, pipe cleaners,							
	Design and make a fruit salad using cutting / chopping							
	safely with a knife.							
CAN WE EXPLORE 3D MATERI	TAI C2							
call we explore 3D materials, tools and techniques, experimenting with colour, design,								
prore a variery of materials, tools and techniques, experimenting with colour, design,								
tions, explaining the process they have used.								
ement Map V CAN WE USE OUR BODIES TO MAKE ART?								
y, move to and talk about music, expressing their feelings and responses.								
suracy and care when drawing.								
d Change"								
ng of loud and quiet	Express Activities "Moving Patterns";							
topic	• Develop an understanding of pattern in music.							
mpany songs	• Sing songs in relation to topic.							
	<ul> <li>Explore and engage in music-making in small</li> </ul>							

groups Instrument to become familiar with: woodblock Core Song: Music market