
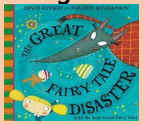


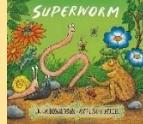
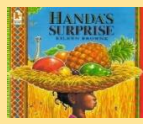



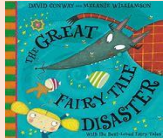

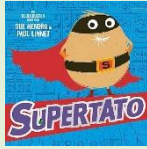
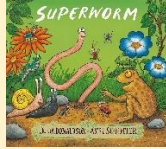
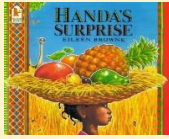


Franche Community Primary School



Reception's Long-Term Curriculum Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><i>NB: Please not that these themes may be adapted at any point to meet the children's needs and allow the planning to follow children's interests</i></p>	<p>Where Do I Belong?</p>  <ul style="list-style-type: none"> - Understanding who we are (appearance, likes/dislikes, family, friends etc) - Exploring differences within families - How to respect others even if their view/likes/interests are different to our own - Where do we belong? - Team work / friendship 	<p>Once Upon A Fairy Tale</p>  <ul style="list-style-type: none"> - Learning fairy tales and exploring the differences between characters and settings - What is our community like? What does it look like? - Basic map skills (drawing and using) - Exploring our local area - Drawing a map for Father Christmas to get to Franche 	<p>When I Grow Up</p>  <ul style="list-style-type: none"> - Different occupations and aspirations - People who help us (doctors, fire fighters, vets, dentist etc) - Aspirational jobs (paleontologist, marine biologist etc) - How to achieve your goals and dreams and have a growth mindset - Reflecting on how I have changed over time 	<p>A Veggie Adventure</p>  <ul style="list-style-type: none"> - Teaching the Evil Pea how to be respectful - Understanding and demonstrating the Franche Values - What is right and wrong? - General understanding of growth and growing plants/vegetables - Where does our food come from? 	<p>The Creepy Crawly Crew</p>  <ul style="list-style-type: none"> - Understanding how to care for the world and bugs around us - Learn key facts about minibeasts - Begin to explore habitats - Categorize different creepy crawlies - Showing nurture to living things (including flowers and plants) 	<p>Our Wonderful World</p>  <ul style="list-style-type: none"> - Comparing our community to Handa's - What does the world look like outside of Kidderminster / England? - Similarities and differences in people, places and beliefs - Exploring other cultures - Teaching Handa all about where we live and how it is so different to where she lives in Africa
	<p>Igniter</p>	<p>Video of a little girl saying there is an octopus on top of her neighbours' house. Receive a parcel from the little girl containing the story of Octopus Shocktopus and questioning where the octopus belongs.</p>	<p>Discuss the wolf imposter on the last page of the Octopus Shocktopus book. Children receive the next topic book from the Octopus to say 'thank you' for accepting his differences. Each week the story box contains items from the new fairytale igniting a new fairy tale.</p>	<p>Video of teachers pretending to be children talking about what they want to be when they grow up. "When I grow up I want to be a ___". Topic song to be playing in the background of the video 'When I Grow Up' – Matilda.</p>	<p>Video of the Evil Pea freeing Mr Pickles from his cage.</p> <p>Week 2 mini ignitor – Evil Pea crime scene in the central area where lots of vegetables have been trapped and caught by the Evil Pea. What can we do to help the Evil Pea make better choices?</p>	<p>Footage of Forest Cam showing people being disrespectful to bugs. Can we come up with a way to encourage people to respect creepy crawlies? Do we know information about bugs to be part of The Creepy Crawly Crew?</p>

<p style="text-align: center;">Culminater</p>		<p>Children to work together to create a jumbo Octopus in the central area with messages about self-love. This will be displayed throughout the rest of the year as a reminder about what makes them special and unique.</p>	<p>After learning about four different fairy tales we will read the book of the Jolly Christmas Postman who will give us some special Christmas jobs to complete. The final job is helping Father Christmas find Franche / Kidderminster ready for Christmas Day.</p>	<p>When I Grow Up Day – everyone to come in dressed as what they want to be when they grow up. Weather dependant – parade on the Lower School Playground to show everyone our aspirations. Social Media video to be made and shared too.</p>	<p>Teaching the Evil Pea the Franche values so that he can be a respectful vegetable. Learning and performing the Pea Plant song and finally watching a video of the Easter Pea with Mr Pickles – it looks like our advice paid off!</p>	<p>Create a Creepy Crawly Crew song to share with family and friends so everyone knows how to respect the world around us. Invite parents/carers in to school for a Fact Book Festival to celebrate our successes!</p>	<p>Send a postcard to Handa from Kidderminster so she knows where we live and what it is like in our community. Film us re-telling her story. Receive a message back from Handa to thank us.</p>
<p style="text-align: center;">Key Topic Related Vocabulary <i>*Franche values in red</i></p> <p><i>For more information about vocabulary in EYFS please see our vocabulary progression document</i></p> <p>Faculty based vocabulary is on each of the faculty documents on the website</p>		<p>★ Star words: Different, family, hobbies, belong, Franche values, octopus, respect</p> <p>🌟 Shooting star words: Unique, neighbour</p>	<p>★ Star words: Community, environment, setting, travel, map, fairy tale</p> <p>🌟 Shooting star words: route, direction,</p>	<p>★ Star words: Aspiration, job, enjoyment, growth mindset,</p> <p>🌟 Shooting star words: Occupation, persevere</p>	<p>★ Star words: Respect, value, grow, vegetable, root, seed, change, nurture, health</p> <p>🌟 Shooting star words: Harvest, sowing</p>	<p>★ Star words: Minibeast, insect, habitat, antenna, life cycle, different, chrysalis</p> <p>🌟 Shooting star words: Compare, camouflage, herbivore, carnivore</p>	<p>★ Star words: World, country, compare, community, environment, Africa, rainforest, village</p> <p>🌟 Shooting star words: Culture, continent, canopy</p>
<p>Book based vocabulary: These will be displayed in the classroom. A copy will also be sent home via the newsletter</p> <p>Faculty based vocabulary is on each of the faculty documents on the website. Key vocabulary for the half term is displayed in the environment and shared with parents via the newsletter.</p> <p>Key vocabulary will also be in key areas within the environment including: construction, sand, water, creative area, mark making, playdough(malleable), role play area, reading area.</p>							
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading <i>These are the key texts & poems however the children will be exposed to many more during</i></p>	<p style="text-align: center;">Reading Spine</p> <p style="text-align: center;">Overarching Topic Text (Shelf 1)</p>	<p style="text-align: center;">Octopus Shocktopus - Peter Bentley</p> 	<p style="text-align: center;">The Great Fairy Tale Disaster - David Conway</p> 	<p style="text-align: center;">When I Grow Up - Melanie Joyce</p> 	<p style="text-align: center;">Supertato - Sue Hendra</p> 	<p style="text-align: center;">Superworm - Julia Donaldson</p> 	<p style="text-align: center;">Handa's Surprise - Eileen Browne</p> 
	<p style="text-align: center;">Reading Spine</p>	<p>Super Duper You <i>by Sophy Henn</i></p>	<p>The Jolly Christmas Postman <i>by Janet Ahlberg</i></p>	<p>Zog & The Flying Doctors <i>by Julia Donaldson</i></p> <p>Look Up! <i>By Nathan Bryon</i></p>	<p>The Runaway Pea <i>by Kiartan Poskitt</i></p>	<p>My Butterfly Bouquet <i>by Nicola Davies</i></p>	<p>The Rainforest Explorers</p> <p>The Ugly Five <i>by Julia Donaldson</i></p>

<p>Topic Related (Shelf 2)</p>	<p>10 Little Fingers and 10 Little Toes <i>by Helen Oxenbury</i></p> <p>The Perfect Fit <i>by Naomi Jones and James Jones</i></p> 	<p>The Three Little Pigs <i>by Nicola Baxter</i></p> <p>Martha Maps It Out <i>by Leigh Hodgkinson</i></p> 	<p>What Will I Be? <i>By Frances Stickley</i></p> 	<p>Oliver's Vegetable <i>by Vivian French</i></p> <p>Before we Eat – From Farm to Table <i>by Patt Brisson</i></p> 	<p>The Bad Tempered Ladybird <i>by Eric Carle</i></p> <p>The Very Greedy Bee <i>by Steve Smallman</i></p> 	<p>Mr Moo and the Faraway Farm <i>by Julia Seal</i></p> 
<p>Reading Spine</p> <p>Pie Corbett (Shelf 3)</p>	<p>The Gruffalo <i>by Julia Donaldson</i></p> 	<p>Owl Babies <i>by Martin Waddell</i></p> <p>On The Way Home <i>by Jill Murphy</i></p> 	<p>Whatever Next <i>by Jill Murphy</i></p> <p>Mr Gumpy's Outing <i>by John Burningham</i></p> 	<p>Rosie's Walk <i>by Pat Hutchinson</i></p> <p>Farmer Duck <i>by Martin Waddell</i></p> 	<p>Six Dinner Sid <i>by Inga Moore</i></p> <p>Mrs Armitage on Wheels <i>by Quentin Blake</i></p> 	<p>Handa's Surprise <i>by Eileen Browne</i></p> <p>Goodnight Moon <i>by Margaret Wise Brown</i></p> <p>Shhh! <i>By Sally Grindley</i></p> 
<p>Poem</p>	<p>Poem- I Am Special, I Am Me</p>	<p>Poem- Christmas Colours</p>	<p>Poem- A Squash and a Squeeze</p>	<p>Poem- Pea Plant Song</p>	<p>Poem- Minibeast Feast</p>	<p>Poem- To The Farm</p>
<p>Reading for pleasure</p>	<ul style="list-style-type: none"> • Parent/carer reading mornings (every week once the children have settled) • Borrow boxes for children to choose a special book that can be shared at home and then returned • Reception library in our central area • Reading buddy characters that go home from Monday-Friday to listen to the children's reading • RED displays in every classroom to celebrate Reading Every Day • RED readers celebrated via our Facebook page • RED children shared at reading morning to celebrate with parents/carers • Inviting reading areas in each classroom and the outdoor learning environment • Books in all areas of provision and not just limited to reading areas <ul style="list-style-type: none"> • Time to read with buddies in Year 5 • Purpose built reading shed to promote reading in our outdoor area • Visits to school library • External visit from the local library team • Signposting parents to events at the local library • Links to weekly texts sent via the weekly newsletter • Taking part in Nursery Rhyme week • Performance poetry to friends/family/buddies etc • Active engagement in Franche's World Book Day 'Franche Fest' • Teachers modeling how to create own story using props as inspiration • Collins E-books scheduled each week to enjoy an e-book at home 					

Enrichment	Regular Enrichment Opportunities	<ul style="list-style-type: none"> Weekly forest school sessions Weekly swimming lessons Weekly PE lessons Writing competition Time with Year 4 buddies Teaching Children to Listen sessions Christmas Production rehearsals Nursery rhyme week Selfie-Elfie festival Weekly Kixx sessions 		<ul style="list-style-type: none"> Weekly forest school sessions Weekly swimming lessons Weekly PE lessons Writing competition Time with Year 5 buddies Music with specialist teacher Kixx lunchtime learning sessions 		<ul style="list-style-type: none"> Weekly forest school sessions Weekly swimming lessons Weekly PE lessons Writing competition Time with Year 5 buddies Music with specialist teacher Kixx lunchtime learning sessions Sports Day practice 	
	Visitors, Visits & Experiences	<ul style="list-style-type: none"> -Home visits for new children -Meet Year 4 buddies -African drumming assembly -Local walk in our community -NSPCC stay safe and speak out assembly 	<ul style="list-style-type: none"> -Lesson about money with Anne Medler (HSBC) -Christmas Jumper Day! -Christmas Dinner Day! -PTA Christmas Fair - Pudsey Bear visit - Virtual Pantomime - Visit from Santa 	<ul style="list-style-type: none"> -Video from police officers -PCSO visit -Fireman visit -Nurse visit -Animal man visit -Visit to the school kitchen -‘When I Grow Up’ parade -Children’s Mental Health Week -NSPCC Number Day 	<ul style="list-style-type: none"> -Church assembly -Video or visit from a farmer to teach us about farming foods -World Book Day – Franche Fest -Red Nose Day -Earth Day -Reception fundraiser 	<ul style="list-style-type: none"> -Church assembly -Visit either to or from a local church -Bug hunt in the local community (White Wickets) -Visit from Jodie/Dan to talk about bugs in the forest -Learning and performing The Creepy Crawly Crew song 	<ul style="list-style-type: none"> -School trip to a farm (focusing on the animals there in comparison to those in Africa) -Lesson about money with Anne Medler (HSBC) -Transitions to Y1 (story time sessions, full morning and casual drop ins) -Sports Day!
Parental Engagement	Settling in session on TED	Reading Mornings (weekly)	Reading Mornings (weekly)	Reading Mornings (weekly)	Reading Mornings (weekly)	Reading Mornings (weekly)	Reading Mornings (weekly)
	Class Harvest Assemblies	Christmas Productions	Reception Questionnaire	The Supertato Showcase	Reception’s Creepy Crawly Crew Fact Book Museum	Sports Day	Annual reports & drop in
	Phonics workshop– Phase 2 <i>(parent information session then children join to share ideas for supporting phonics at home)</i>		Phonics workshop– Phase 3 <i>(parent information session then children join to share ideas for supporting phonics at home)</i>		Maths workshop– Phase 3 <i>(parent information session then children join to share ideas for supporting phonics at home)</i>		
Prime Areas	Transition (PSED)	<ul style="list-style-type: none"> Reception ‘Meet The Teacher’ evening Stay and play session with parents/carers Stay and play sessions (x3) in new classroom whilst parents/carers are invited to attend workshop (main topics - maths/phonics/SALT/general Reception information/behaviour) External Nursery visits and thorough handovers with current settings Internal pre-school key worker meetings and thorough handovers 			<ul style="list-style-type: none"> Postcard and little gift from new teacher Teacher ‘all about me’ fact file and special poem about starting school ‘Meet The Teacher Day’ across whole school Home visits for children from external setting ‘Preparing for Reception’ brochure ‘Reception at Franche’ information brochure Support and recommendations via the website 		
	Personal, Social & Emotional Development	<p>We will be learning about:</p> <ul style="list-style-type: none"> - Making relationships and playing collaboratively - Class Dojo and earning Dojo points - The Franche values and classroom rules - Following instructions and learning the listening rules - Beginning to understand how we have changed 	<p>We will be learning about:</p> <ul style="list-style-type: none"> - How we work together as a team/family - Dental hygiene and its importance - How we look after ourselves to stay healthy - Understanding how to stay safe (inside, outside, swimming etc) 	<p>We will be learning about:</p> <ul style="list-style-type: none"> - Exploring others perspectives and respecting these - The transition to Year 1 – what this will look like, how the children feel, any questions they might have etc - Comparing how others live, their communities and how these are different to our own. Celebrate these differences! - Resolving conflicts with confidence and ease 			

		<ul style="list-style-type: none"> - Building confidence to talk about own self, family and their own home - Stranger danger and what to do if you feel scared - Exploring how to understand and express emotions - Good manners and being respectful citizens - Celebrating differences - Trusted adults and how to find them - How to stay healthy 	<ul style="list-style-type: none"> - Having a growth mindset when working independently and collaboratively - Setting goals and working towards achieving them - Repairing situations between friends (inside and outside the classroom) 	<ul style="list-style-type: none"> - How to control immediate impulses and wait for what they want - Showing resilience and perseverance in the face of challenge - How to be a team member during Sports Day 			
	Physical Development	<p>Gross motor – PE (fundamentals) Weekly swimming Outdoor learning area Use of tyres and trim trail Transcription Time (gross motor skills)</p> <p>Fine motor – Weekly fine motor challenge in continuous provision (linked to topic and framework)</p>	<p>Gross motor – PE (dance) Trim trail Outdoor gym Weekly swimming Outdoor learning area</p> <p>Fine motor – Scissor control Transcription Time Weekly fine motor challenge in continuous provision (linked to topic and framework) Fine motor intervention</p>	<p>Gross motor – PE (gymnastics) Trim trail Weekly swimming Outdoor learning area</p> <p>Fine motor – Transcription Time Weekly fine motor challenge in continuous provision (linked to topic and framework)</p>	<p>Gross motor – PE (gymnastics) Trim trail Weekly swimming Outdoor learning area</p> <p>Fine motor – Transcription Time Weekly fine motor challenge in continuous provision (linked to topic and framework)</p>	<p>Gross motor – PE (ball skills) Trim trail Weekly swimming Outdoor learning area</p> <p>Fine motor – Transcription Time Weekly fine motor challenge in continuous provision (linked to topic and framework)</p>	<p>Gross motor – PE (sports day prep) Trim trail Weekly swimming Outdoor learning area</p> <p>Fine motor – Transcription Time Weekly fine motor challenge in continuous provision (linked to topic and framework)</p>
	Communication & Language	<ul style="list-style-type: none"> • WellComm baseline assessment completed in September • Interventions all year to support language skills • Teaching Children to Listen intervention (all children) • Word Aware approach (weekly concepts taught through Concept Cat). Word Wizard poster is generated and displayed each week • Continuous provision planned to enhance language skills (imagine and recreate roles, new concepts, topic vocabulary) • New Exciting Word Wall displayed in each classroom • Language rich environments • Star and Shooting Star words linked to topic vocabulary – taught and embedded throughout each topic. Visuals used to support the teaching of these words • Visual representations used in environments alongside the written word (labels etc) • Visual timetable and Now & Next boards (when appropriate) 					
Specific Areas	Literacy RBA statutory assessment	<p>We will be learning to:</p> <ul style="list-style-type: none"> -Write own name independently -Give meaning to marks -Begin to form letters correctly -Hear and say the initial sound in words -Use text to communicate -Write CVC words using phase 2 knowledge 	<p>We will be learning to:</p> <ul style="list-style-type: none"> -Write own name independently -Spell words by identifying the phoneme and then writing the corresponding grapheme -Use finger spaces when writing -Write captions whilst applying phase 3 phonic knowledge -Write simple sentences 	<p>We will be learning to:</p> <ul style="list-style-type: none"> -Confidently form most letters correctly -Write simple sentences that can be read by themselves and others -Begin using forms on punctuation (capital letter and full stop) -Re-read what they have written to check that it makes sense 			

	<p>Context: Mark making... - drawing self portrait - name writing - drawing family members</p> <p>Labelling initial sound of... - hobbies and interests - family members - likes and dislikes - celebrating differences</p>	<p>Context: Labelling... - a story map - characters and settings from fairy tales - Santa's workshop - a Christmas list to Father Christmas</p> <p><i>Talk For Writing – The Three Little Pigs</i></p>	<p>Context: 2-3 word captions about... - emergency vehicle - what can be seen in the workshops / waiting areas - doctor's medical bag - animals at the vets</p>	<p>Context: Short captions / sentences about... - captured vegetables - wanted posters - positional language of where the Evil Pea is - speech bubble - comic strip writing</p> <p><i>Talk For Writing – Supertato!</i></p>	<p>Context: Sentence writing about... - how to respect bugs - comparing bugs (legs, wings etc) - minibeast riddles - creepy crawly fact files along with illustrations</p>	<p>Context: Sentence writing about... - where Handa lives - describing African animals - recount from farm trip - information about Kidderminster for Handa - senses poems - reflecting on the Reception year for annual reports</p> <p><i>Talk For Writing – Handa's Surprise</i></p>
<p>Phonics: Little Wandle</p>  <p><i>For more information, please see our phonics overview.</i></p>	<p>Phase 2 – s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words – is I the</p>	<p>Phase 2 – ff ll ss j v w x y z zz qu sh sh th ng nk Words with s/ss at the end Words ending in s/z</p> <p>Tricky words – put* pull* full* as and has his her go no to into she he of we me be</p>	<p>Phase 3 – ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words</p> <p>Tricky words – was you they my by all are sure pure</p>	<p>Phase 3 – ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words</p> <p>Tricky words – was you they my by all are sure pure</p>	<p>Phase 4 – Short vowel sounds Longer words Compound words Root words ending in ing/ed/est</p> <p>Tricky words – said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 – Long vowel sounds Phase 4 words ending in s Phase 4 words ending in z Phase 4 words ending in es Longer words Root words ending in ing/ed</p> <p>Tricky words – Review all taught so far Secure spelling of tricky words</p>
<p>Maths</p> <p><i>For more information, please see the overview for mastering number</i></p>	<p>RBA (statutory) Mastering Number baseline</p> <p>We will be learning to: -Subitise within 3 -Develop counting skills -Explore how all numbers are made of 1s -Explore composition of 3 and 4 -Subitise objects and sounds -Compare sets just be looking</p>	<p>We will be learning to: -Develop counting skills -Focus on the 'five-ness of 5' -Compare sets (by matching) -Use the language of comparison -Explore 'part' and 'whole' -Explore the composition of 3, 4 and 5 -Practise object counting -Match numeral to quantity within 10 -Verbally count beyond 20</p>	<p>We will be learning to: -Subitise within 5 -Match numerals to quantities within 5 -Counting (ordinality and the staircase pattern) -Focus on 5, 6 and 7 (as 5 and a bit) -Compare sets and use language of comparison -Make unequal sets equal</p>	<p>We will be learning to: -Focus on the staircase pattern and ordering numbers -Focus on ordering of numbers to 8 -Using language of less than -Focus on 7 -Doubles (explore how some numbers can be made with equal parts) -Sorting numbers according to attributes (odd and even numbers)</p>	<p>We will be learning to: -Counting (larger sets and things that cannot be seen) -Subitising (to 6 and including structured arrangements) -Composition (5 and a bit) -Composition of 10 -Comparison (linked to ordinality)</p>	<p>We will be learning to: -Subitise to 5 -Exploring the rekenrek -Automatic recall of number bonds to 5 -Composition of numbers to 10 -Comparison -Number patterns -Counting</p>
KIRFS	Recite number names in order to 20.		Say 1 more than a given number up to 10		Recall number bonds of numbers 0-10, including partitioning facts.	

<p style="text-align: center;">Understanding Of The World</p>	<ul style="list-style-type: none"> - Seasonal changes - Exploring our community and environment (how is this different to where Octopus Shocktopus belongs?) - Learn about marine biologists - Where do I belong? <p>Past & Present</p> <ul style="list-style-type: none"> - Who is in your family? Naming and describing familiar people - Explore treasure chest of old toys. How are they different? 	<ul style="list-style-type: none"> - Seasonal changes - Look at the setting of stories - Drawing and looking at a simple map - Understanding where we live in the world <p>Past & Present</p> <ul style="list-style-type: none"> - The Christmas Story 	<ul style="list-style-type: none"> - Seasonal changes - Who helps us in our community? - How can we care for the community and world around us (recycling, eco etc) - Understanding that everyone has an impact on the world - Knowing that every job is important <p>RE</p> <p>Rainbow Fish</p> <ul style="list-style-type: none"> - What makes a good friend? - The creation story <p>Past & Present:</p> <p>Explore fire fighters in history. How has life changed (uniform, equipment etc)?</p>	<ul style="list-style-type: none"> - Seasonal changes - Exploring changes in local environment – seasons and describe physical changes happening outside - Planting seeds - Where would we find Babytato? - Explore what is grown on farms - Observing cress growing – photos, monitor changes etc - Experiment - which potato will roll the furthest? <p>RE</p> <p>Rainbow Fish</p> <ul style="list-style-type: none"> - What makes a good friend? <p>Past & Present</p> <ul style="list-style-type: none"> - How has Supertato changed? Compare to how we have changed reviewing our knowledge - Easter story 	<ul style="list-style-type: none"> - Seasonal changes - Exploring our natural environments - Minibeast hunt - Taking care of bugs - Lifecycles - changes over time - Sorting/classifying minibeasts - Best materials to build a bug hotel (then plan and build) <p>RE</p> <p>Unit 5 Which places are special and why?</p> <ul style="list-style-type: none"> - Exploring different special places - Sam Guille (church) visit <p>Past & Present</p> <ul style="list-style-type: none"> - Monitor the growth of our class caterpillars. How have they changed since we first got them? What has happened in their life cycle? 	<ul style="list-style-type: none"> - Seasonal changes - Food tasting fruits that are grown in Africa - Comparing African animals and UK animals - Exploring the differences between UK – Africa (inc rainforests). Using our senses <p>RE</p> <p>Unit 5 Which places are special and why?</p> <ul style="list-style-type: none"> - Exploring different special places - Sam Guille (church) visit <p>Past & Present</p> <ul style="list-style-type: none"> - Review the changes in our lives so far. Looking forward at what will happen next (transitions to Y1)
<p style="text-align: center;">Expressive Arts & Design</p>	<p>Creativity</p> <ul style="list-style-type: none"> - Collage class octopus - Choosing colours for a purpose - Drawing & painting self portrait - Gaining confidence for self-selecting resources - Building structures (houses) with different resources - Design and create octopus themed snack - Develop storylines and narrative in their pretend play – Use of role play areas in each classroom 	<p>Creativity</p> <p>Artist: Paul Klee</p> <p>Skill: Making castles out of shapes</p> <p>Create props for Christmas production</p> <ul style="list-style-type: none"> - Christmas cards for family and the local community - Calendar making <p>Music</p> <ul style="list-style-type: none"> - Singing familiar songs (Christmas songs) - Learning actions/dances for Christmas Production 	<p>Creativity</p> <p>DT Engineer week</p> <ul style="list-style-type: none"> - Design and create rocket - Design and create flag to land on the moon <p>Artist: Kandinsky</p> <p>Music</p> <ul style="list-style-type: none"> - Performing for 'When I Grow Up Day' parade - Use different resources to make music 	<p>Creativity</p> <ul style="list-style-type: none"> - Life drawing of plants - Playdough chicks - Making own Supertato character - Colour mixing - Design and create Supertato character <p>Music</p> <ul style="list-style-type: none"> - Singing familiar songs - Engage in making music then performing 	<p>Creativity</p> <ul style="list-style-type: none"> - Observational drawings of minibeasts - Painting butterflies - Natural minibeasts - Design and create bug hotel <p>Music</p> <ul style="list-style-type: none"> - Singing familiar songs (Spring & minibeast songs) - Choose particular movements and instruments to respond to music 	<p>Creativity</p> <ul style="list-style-type: none"> - Observational drawings of African animals - Exploring the artist Vincent Vangough – painting forests - Exploring our school grounds to find different textures <p>Music</p> <ul style="list-style-type: none"> - Choose particular movements and instruments to respond to music

	Music - Singing familiar songs (harvest assembly & topic song)					
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