



Farington Moss St. Paul's Primary School
Reception Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me!	Celebrations	Whatever the Weather?	Now and then	Minibeast Detectives	The Next Chapter
Lines of Enquiry	Who am I? Who is in my family? How are my friends the same/different to me? How do our bodies help us do the things we love? What are feelings and how do they help us? How do our senses help us understand the world around us?	How do people celebrate Diwali and why is it special to them? How can we enjoy celebrations safely? Why do we wear poppies and what do they help us remember?	What is an explorer and what equipment do they need? What is winter like where we live? Where are the coldest places in the world? Who are the Inuit people? What animals live in cold places? What happens when ice melts?	How do we travel now? How are cars, buses and trains different now? Who were the first astronauts? When did dinosaurs live? How do zoos look after animals today?	What are mini-beasts? Where do mini-beasts live? How does a caterpillar change into a butterfly? What mini-beasts live in our school?	What is a superhero? Who are our real-life superheroes? How do superheroes help people? What do I want to be when I grow up?
Curriculum Enrichment	Harvest Festival - 5 th Oct	Bonfire Night - 5 th Nov	Penguin Awareness Day - 20 th Jan	Start of Ramadan around 17 th Feb	St George's day - 23 rd April	Father's Day - 21 st June

and Cultural Capital	Diwali- 20 th Oct BHM - October	Remembrance Day - 11 th Nov Anti-Bullying Week 10 th - 14 th Nov Advent 1 st - 24 th Dec Hanukkah 14 th - 22 nd Dec	Safer Internet Day - 10 th Feb Valentine's Day - 14 th Feb Chinese New Year - 17 th Feb Pancake Day - 17 th Feb	St David's Day - 1 st March World Book Day - 5 th March British Science Week - 7 th - 16 th March Mother's Day - 15 th March Holi - 4 th March Eid - 19 th March Easter 5 th April		
Special events and visitors		Christmas carol concert	Word Gorilla Reading breakfast with parents	Trip to the farm - include bus ride and train ride World book day	Classroom caterpillars to observe Bee centre visit	Visits from emergency services.
Possible child-led themes/interests/lines of enquiry	How do we keep our bodies healthy?	The Nativity Story	Valentines Day Chinese New Year	What will the world be like when I'm grown up?	What else lives outside? - birds, plants.	Can I be a superhero?
Religious Education Questful RE	Why are we all different and special? Why do people of faith say thank you to God at Harvest time?	Special people How do Christians celebrate Jesus' birthday?	Which stories did Jesus hear when he was a child?	Why did Jesus tell stories? Why do Christians believe that Easter is all about love?	Friendship What makes a place holy or special?	Prayer How do you celebrate special times?
PSED My Happy Mind		Statutory framework for the Early Years Foundation Stage- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs				

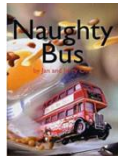
		independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life				
	Transition - Time to Shine I can focus and learn I am kind and confident I can care and be grateful I can talk and listen I can try new things	Meet your brain To have foundational knowledge of the brain and its key part H-A-P. Learn that the brain controls most of what we do To learn that the brain and mind are different. Learn how to look after our minds so they can be at their very best. Use happy breathing techniques.	Celebrate Learn what character strengths are; Love and Kindness, Teamwork and Friendship Bravery and Honesty Exploring and Learning Love of Life and Our World Places	Appreciate Learn how to be grateful for other people. How does being grateful make you feel? Learn to be grateful for activities and times we feel happy about. Learn to be grateful for ourselves.	Relate Learn how to be a good friend and why getting along with others is so important. Why is listening important and what is active listening? Learn about our emotions and how it feels when we are not getting along with others	My Happy Body Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and well-being. My Happy Relationships Build constructive and respectful relationships. Continue developing positive attitudes about the differences between people. Express their feelings and consider the feelings of others.

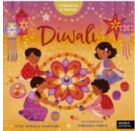
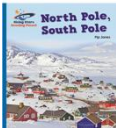
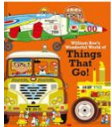
						Show resilience and perseverance in the face of challenges. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. My Happy world Name and describe people who are familiar to them. See themselves as a valuable individual. Engage/Transition What are goals and how do we set them? What are big dream goals? What do we do when goals are tricky? Transition passport
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Communication and Language		The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.				
	Listening, Attention and Understanding Listens with interest to familiar adults, sounds, songs and rhymes. Begins to focus attention during short adult-led activities. Can shift attention when prompted by an adult. Understands and follows simple, familiar instructions.	Listening, Attention and Understanding Listens to short stories, songs and rhymes with increasing attention. Maintains attention for short periods during adult-led activities. Responds appropriately to familiar instructions and questions. Follows a simple instruction in a range of familiar contexts. Begins to understand questions about familiar experiences and events.	Listening, Attention and Understanding Listens carefully to stories, rhymes and songs. Pays attention to what others say and responds appropriately. Can shift attention between different activities when required. Understands and follows an instruction containing two parts. Understands a wider range of questions, including "who?", "what?" and "where?"	Listening, Attention and Understanding Listens attentively in a range of situations. Maintains attention during whole-class, small-group and independent activities for increasing periods. Responds appropriately to what they hear. Understands "who?", "what?", "where?" and "why?" questions. Follows instructions involving more than one step.	Listening, Attention and Understanding Maintains attention during whole-class and small-group activities. Listens attentively to adults and other children. Responds to what they hear with relevant comments, questions or actions. Follows increasingly detailed instructions. Understands "why?" and "how?" questions and gives appropriate responses.	Listening, Attention and Understanding Listens attentively and responds to what they hear with relevant questions, comments and actions. Demonstrates understanding during whole-class discussions, small-group interactions and stories. Makes relevant comments about what they have heard. Asks questions to clarify their understanding.

	Begins to understand and respond to simple questions such as "what?" and "where?" Speaking Communicates needs, ideas and interests using words, phrases or simple sentences. Talks about familiar people, objects and experiences. Begins to join in with familiar songs, rhymes and repeated phrases. Begins to communicate with adults and other children during play.	Speaking Uses increasingly complete sentences to express needs, ideas and experiences. Begins to use talk confidently during play. Talks about something that has happened to them. Begins to use new vocabulary introduced through stories, conversations and provision. Engages in short back-and-forth conversations with adults and peers.	Demonstrates understanding of vocabulary and concepts introduced through learning and play. Speaking Uses increasingly detailed sentences to communicate ideas. Uses talk to organise their thinking and play. Uses recently introduced vocabulary in appropriate contexts. Begins to describe events in greater detail. Takes turns during conversations with adults and other children.	Begins to ask questions to check or develop their understanding. Speaking Uses talk to organise ideas, explain play and communicate with others. Uses a growing range of vocabulary introduced through stories, topics and experiences. Describes familiar events in an appropriate sequence. Begins to explain ideas and give simple reasons. Participates in conversations, taking turns and responding to what others say.	Asks questions to clarify their understanding. Participates in sustained back-and-forth conversations. Speaking Uses recently introduced vocabulary across different contexts. Retells familiar events and stories in an appropriate sequence. Offers explanations for why things might happen. Expresses ideas and feelings using increasingly complete sentences. Uses talk confidently in small-group, whole-class and one-to-one situations.	Holds conversations when engaged in back-and-forth exchanges with adults and peers. Speaking Participates in small-group, class and one-to-one discussions, offering their own ideas. Uses recently introduced vocabulary appropriately. Offers explanations for why things might happen. Expresses ideas and feelings about their experiences using full sentences. Uses past, present and future tenses appropriately, with modelling and support where needed. Uses conjunctions to connect ideas and
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					Uses language to explain thinking and develop ideas.	extend sentences, with modelling and support where needed.
Physical Development		Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.				
	Gross motor (FMS focus) Moves in a variety of ways (e.g. running, jumping, hopping, climbing) Begins to develop balance and coordination in movement. Begins to explore rolling and throwing a ball. Fine motor Uses one-handed tools and equipment (e.g. mark-making tools)	Gross motor (FMS focus) Shows increasing control in running, jumping and stopping Begins to negotiate space safely when moving in different ways. Develops control when throwing, catching, kicking or rolling a ball. Fine motor Uses tools with increasing control (e.g. pencils, paintbrushes) Begins to show hand preference.	Gross motor (Dance Unit) Moves body in response to music with increasing control and coordination. Explores changes in speed, direction and level when dancing. Uses props (e.g. ribbons, scarves) to support movement and coordination. Fine motor Uses a range of small tools (e.g. scissors, brushes) with increasing control.	Gross motor (Gymnastics Unit) Travels in different ways (e.g. crawling, rolling, jumping) with control Uses large and small body movements to create shapes and balances. Develops control when travelling, balancing and using apparatus. Fine motor Develops control and coordination in hand movements.	Gross motor (FMS focus) Moves with increasing control and coordination. Negotiates space and obstacles safely. Uses a range of ball skills (throwing, catching, kicking, aiming) Fine motor Uses a range tools competently and safely. Shows increasing accuracy and care in drawing and mark-making.	Gross motor (FMS focus) Moves confidently and safely with control and coordination in a range of ways. Demonstrates strength, balance and agility in movement. Applies ball skills in simple games and team activities Fine motor Holds a pencil effectively using a tripod grip.

	Begins to develop small motor control.		Begins to develop a secure grip when holding tools.	Uses tools for a purpose (e.g. cutting, drawing, joining)		Uses small tools with precision and control.
Literacy	Statutory framework for the Early Years Foundation Stage- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Unit and Skills Narrative	Text: The Colour Monster  Oral outcome: To retell a simple version of the story. Written outcome: Label a colour monster.	Text: Chapati Moon  Oral Outcome: internalise abridged first two pages - food and actions Written Outcome: lists of foods, ingredients and actions, e.g. chop, pound ..., invitations, thank you cards	Text: The Great Explorer  Oral Outcome: re-telling of abridged version via sentence story map. Written Outcome: simple repetitive sentences (Tom met a polar bear) Innovated story oral/written	Text: The Naughty Bus  Oral Outcome: re-telling of abridged version via sentence story map in descriptive sentences. Written Outcome: Wanted poster- descriptive sentence of the bus.	Text: The Very Busy Spider  Oral outcome: to add to the story using their own ideas. Written Outcome: To write words, phrases and captions using their own ideas based on the story.	Text: The Queen's Hat  Oral Outcome :re-telling of abridged version via sentence story map including adjectives. Re-tell innovated version of the story Written Outcome: simple innovated story changing the places the hat flew

						and the way the men moved.
Vocabulary	Happy - yellow Sad - blue Angry - red Scared / Afraid - black or purple Calm / Relaxed - green Love - pink Confused Sort	Feast Chopped Pounded Scooped Poured Sizzled Sprinkled Bubbling Bumping Luminous	Explorers Equipment Polar Frozen Arctic Antarctica Globe Inuit Snow Ice Igloo	Bus Transport Journey Vehicle Road Driver Wheels Engine Passenger Speed Naughty	Spider Web Fly Spin Spinning Cow Horse Pig Dog Cat Farm Farmyard Minibeast	London Queen Big Ben Butler Queen's men Maids Palace Corgi Sailed Whoosh Floated
Unit and Skills Non-fiction	Text: All About Families  Families Oral outcome: Talk about their own family and recognise other children have different families. Written outcome: Labelling a picture of their family.	Text: Diwali  Oral outcome: Recall instructions on how to make a diya lamp. Written outcome: Labelling their design of a diya lamp.	Text: North Pole/ South Pole  Oral outcome: To talk about where animals live and say if they belong in the North Pole or the South Pole. Written outcome: To label a picture of an animal from the North or South pole.	Text: William Bee's Wonderful World of things that go!  Oral outcome: To use the vocabulary learned from the book in context when retelling facts about transport. Written Outcome: To design a vehicle with labels and some captions.	Text: Why do we need bees?  Oral outcome: To use the vocabulary learned from the book in context when retelling facts about bees. Written Outcome: To write descriptive sentences about bees.	Text: People who help us.  Oral outcome: Class worship for whole school and parents. Talk about people who help us and what they want to be when they grow up. Written Outcome: Create a picture showing what they want to be when

						they grow up and add labels.
Unit and Skills Poetry and Rhyme	Text: Head, Shoulders, knees and toes. Oral outcome: Join in using words and actions.	Text: I'm a little snowflake Oral outcome: To know the poem and perform in our Christmas Carol Concert.	Text: 5 little polar bears. Oral Outcome: To retell the rhyme in order using number words 0-5. Written outcome: label a simple caption from the rhyme, e.g. 4 polar bears swimming.	Text: The wheels on the bus. Oral outcome: To know the rhyme and then innovate their own bus rhyme using small changes from the original. Written Outcome: to create a short rhyme based on the original 'Wheels on the bus'	Text: Incey Wincey Spider Oral outcome: To know the rhyme and then innovate their own spider rhyme using small changes from the original. Written Outcome: to create a short rhyme based on the original 'Incey Wincey Spider'	Text: My Hat - Tony Mitton Oral outcome: To know and perform the poem. Written Outcome: Draw and label their own hat.
Link Texts and Rhymes	Fiction - Funnybones by Janet and Allen Ahlberg Fiction - Incredible you Fiction - Family means Fiction - The same but different too. Fiction - Lucy's Picture	Non-fiction - Bonfire night Fiction - Ava's Poppy Non Fiction - Autumn Fiction - Owl babies Fiction - The Nativity Story Fiction - The Jolly Christmas postman - Janet Ahlberg	Fiction - Where going on a bear hunt - Michael Rosen Non Fiction - Whatever the weather - Karen Wallace Fiction - Poles Apart Fiction - A dot in the snow Non Fiction - Chinese New Year	Fiction - Farmyard Hullabaloo Fiction - Whatever Next? - Jill Murphy Fiction - Harry and his bucketful of dinosaurs. Fiction - Dear Zoo Non - Fiction - Spring	Non-Fiction - Mad about minibeasts Fiction - The Hungry Caterpillar - Eric Carle Fiction - Oliver's Fruit Salad Fiction - Superworm Non - Fiction - Usborne -Spiders Fiction - Matisse's magical trail	Fiction - Supertato Non - Fiction - People who help us Fiction - Jack and the beanstalk Non Fiction - Summer

	Non - Fiction - My body book.					
Phonics Read Write inc.	<u>Phase 1 Activities</u> <u>Set 1 single sounds</u> m a s d t Oral blending/ magnet boards i, n p, g Oral blending / Magnet boards Word time 1.1-1.3 o, c, k, u, Oral blending/ magnet boards Word time 1.1-1.3 Spell using Fred fingers b, f, e Oral blending Word time 1.1-1.3 Spell using Fred fingers	<u>Set 1 single sounds</u> l, h r, j Oral blending Word time 1.1-1.4 Spell using Fred fingers v, w, y, z, x Oral blending Word time 1.1-1.4 Spell using Fred fingers Red words - I, of	Word time 1.1-1.5 Blend independently using phonics green words cards Spell using Fred fingers. Red words - my, to, the	Set 1 special friends sh, th, ch qu, nq, nk Read 1.6 words (with special friends) Review words 1.1-1.5 3 sound nonsense words Spell using Fred fingers. Red words - no, for, he	Word time 1.7 (words with double consonants and 4 and 5 sound words) Review 1.1-1.6 words 3 and 4 sound nonsense words Spell using Fred fingers. Red words - your, said, you, are	Set 2 sounds ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Read set 2 phonics green words including longer words. Review set 1 phonics green words Read nonsense Read and spell all red and green band red words.

Mathematics	Statutory framework for the Early Years Foundation Stage- Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	White Rose Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns	White Rose Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Identifying 2D shapes Using positional language Identifying one more and one less	White Rose Identifying 0 Comparing numbers to 8 Composing numbers to 8 Comparing mass Comparing capacity Making pairs Combining two groups	White Rose Length and height Time Comparing numbers to 10 Number bonds to 10 3D Shapes Repeating patterns	White Rose Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements	White Rose Doubling Sharing and grouping Even and odd Positioning Patterns Maps and directions

Understanding the World	Statutory framework for the Early Years Foundation Stage Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
The Natural World	Humans Describe people who are familiar to them and learn how to take care of themselves Sound Listen to sounds outside and identify the source. Make sounds. Welly Wednesday- Living things and their habitats Explore the natural world around them. Use their senses to describe what they see, hear and feel outdoors.	Seasonal Changes Play and explore outside in all seasons and in different weather. Observe living things throughout the year. Animals Excluding Humans Name animals that live in woodlands. Describe these animals. Recognise that different animals live in different habitats. Welly Wednesday - Materials, including changing materials Make objects from different materials, including natural materials	Animals Excluding Humans Name some polar animals. Recognise animals live in different places. Describe simple features. Notice differences between polar animals and local animals. Materials including changing materials Compare and describe how materials change over time and in different conditions. Welly Wednesday- Seasonal changes Play and explore outside in all seasons and in different weather.	Animals Excluding Humans Name some dinosaurs. Recognise that dinosaurs lived in different environments. Describe simple features of dinosaurs. Notice differences between types of dinosaurs. Earth and Space Learn about the Earth, Sun, Moon, planets and stars. Learn about space travel. Living Things and their Habitats Explore plants and animals in a contrasting natural environment (farm trip)	Animals Excluding Humans Understand the key features of the life cycle of a butterfly. Living Things and their Habitats Find minibeads in the school ground. Be careful when observing minibeads and return them to where they found them. Talk about the minibead they find. Welly Wednesday -Living things and their habitats Explore plants and animals in the surrounding natural environment.	Humans Talk about people who look after them, both within their family and the wider community e.g. teachers, doctors, dentists etc. Light Explore shadows. Explore rainbows. Forces Explore how to change how things work. Welly Wednesday Seasonal Changes Play and explore outside in all seasons and in different weather. Observe living things throughout the year.

			Observe living things throughout the year.	Welly Wednesday - Seasonal changes Play and explore outside in all seasons and in different weather. Observe living things throughout the year.		
People, Cultures and Communities	Human and Physical Geography To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions and observe the weather across the seasons. Locational Knowledge To know the name of their school	Locational Knowledge To know that there are places in the world that are different to where they live. Diwali - locate India on Google maps. Compare life in India to life in Lostock Hall. To understand that some places are special to members of their community - War memorial. Place Knowledge To explain some similarities and differences between different religious and cultural	Place Knowledge Discuss how environments in stories and images of Arctic and Antarctic are different to the environment they live in. Explore similarities and differences between their local environment and polar environments through stories, images, and discussion. Geographical Skills and Field work Comment on features they see in their school and school grounds. Draw some of the	Place Knowledge To know that places within this country can differ from each other (farm trip) Human and Physical Geography Identify season changes - Winter to Spring. Compare the similarities and differences.	Human and Physical Geography Explore the natural world around them, making observations, and drawing pictures of animals and plants.	Place Knowledge To know that places within this country (London) can differ from each other. Geographical Skills and Field work Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Recognise features on maps. Human and Physical Geography Identify season changes - Spring to Summer. Compare the similarities and differences.

	and the place where they live.	communities in this country. Human and Physical Geography Identify season changes - Autumn to Winter. Compare the similarities and differences.	features they notice in their school and school grounds. Begin to look and talk about maps.			
Past and Present	Similarities and differences To talk about how we are the same and different. To talk about ourselves and our families.	Significant historical events: Events beyond the children's memory. Remembrance Day: To know about the symbol of a poppy. To understand why some people, remember those who keep the world safe. Bonfire Night- Guy Fawkes- How do we keep safe? Similarities and differences To begin to recognise similarities and differences between the past and today. Using	Similarities and differences Chinese New Year: Identify similarities and differences between celebrations. Historical enquiry Begin to ask why and how questions.	Sources of evidence To know that information can be retrieved from books, the internet and people. To begin to ask why and how questions Similarities and differences To know that transport and vehicles were different in the past. To compare old and new Dinosaurs - To know that the world has changed over	Changes within living memory To know that the environment around us changes as time passes. Historical enquiry Begin to ask why and how questions? - Butterfly life cycle	Substantive concepts To know that in fairytales kings/queens are usually important, powerful people who rule over others. To recognise some interests and achievements from their own lives and the lives of their families and friends. Significant individuals The Queen and her life. The role of the King. Historical enquiry

		photographs and stories to compare the past with the present day.		time. When did dinosaurs live? Significant individuals Neil Armstrong - What will space travel be like in the future?		Make observations about what they can do now and what they couldn't do at the start of the year.
Expressive Arts and Design	Art How can we explore colour? To colour - What does colour feel like, smell like. Colour mixing	Art How can we explore 3D materials? Clay Play - Diya lamps DT Structures Hibernation Box	Art How can we use our bodies to make art? Movement maps	Art How can we explore materials and marks? Splatter painting - Space picture inspired by Peter Thorpe DT Junk Modelling- Design and create a vehicle using junk modelling DT Spring- Flower threading	Art What can we see? Observational and imaginative drawing - Nature and minibeast DT Cooking and nutrition Fruit salad- Designing, cutting and mixing fruit (fruit salad)	Art How can we use our imaginations? Cardboard creations - Creating a tool needed for our job as an adult e.g. - laptop, phone, briefcase. DT Textiles - Bookmarks Develop threading and weaving skills.

Music Charanga	ME! Pat-a-cake 1,2,3,4,5 Five Little Ducks	Christmas Carol Concert practise	Everyone! Wind the bobbin up Five little monkeys Twinkle Twinkle	Our World Old McDonald The wheels on the bus Row, row, row your boat	Big Bear Funk Listening and appraising funk music Playing instruments within the song	Reflect Rewind and Replay Listen and appraise Playing instruments within the song
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