

Wren 2023-24						
Intent						
	Autumn 1 (7 Weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7.5 weeks)
Topic	My 5 senses	Families and celebrations	Footprints from the past	Growing	Traditional tales	Mini beasts
Key Dates	First day of autumn – 23/09/23 Harvest festival –	Diwali –12/11/23 First day of winter – 22/12/23	Chinese new year – 10/02/24	Shrove Tuesday – 13/02/24 World Book Day – 07/03/24 First day of spring – 20/03/24 Mother’s day – 10/03/24		Father’s day – 16/06/24 First day of summer – 20/06/24
Experiences	Autumn 1 Box Modelling Build a den Go on an autumn walk Obstacle course Autumn 2 Toast marshmallows Make leaf rubbings Make a sandwich Movie night		Spring 1 Take a photograph Put on a puppet show Perform a song Collecting natural materials Spring 2 Plant some bulbs and watch them grow Planting veg and eating it when it's grown. Visit the library Picnic Sensory activities - making flour/orbeez stress balls, mixing to make potions (shampoo, bubble bath, shaving foam), making slime		Summer 1 Have a teddy bears picnic collecting and sorting (shells, pebbles, sticks) Perform a show Summer 2 Paddling in the pool Taste a new fruit Paint a self portrait Animal handling Pond dipping.	
British Values /Culture/career experiences	Bake bread together Road safety Build a tower together How we are different from others	Choosing a book to read in class Firework safety Celebrate Christmas Different celebrations	Make a poster Share a jigsaw Compare the world from the dinosaurs – dinosaur rangers	Looking after our plants Celebrate Easter Build a den Visits from people in the community	Baking some buns together Build an obstacle course Sharing stories from home	Compete in a relay Class picnic Play a board game
Texts	Brown bear, brown bear Funny bones Gruffalo Poem – rhyming Speech and language At school	The three bears We’re going on a bear hunt This is the bear Nativity Speech and language Getting up	Dinosaurs Harry and the bucketful of dinosaurs Speech and language Look out!	Jaspers beanstalk Jack and the bean stalk My bean diary Speech and language The library	The gingerbread man The three little pigs The magic porridge pot Cinderella Speech and language The hair cut	The hungry caterpillar The Lonely firefly The bad temped ladybird A butterfly is born Speech and language The lost teddy
Poems and songs	5 current buns 5 speckly frogs 5 little monkeys’ Dingle Dangle scarecrow Bubbles	Away in a manger When Goldilocks went to the house of the bears	Tiny Tim Alice the camel	Chick, chick, chick One, two, three.. Hot cross buns Apples and bananas	When I was one.. Row, row, row Little rabbit foo foo	There’s a tiny caterpillar on a leaf Ladybird, ladybird
Personal, Social and Emotional	Intent					
	Development matters for 3 to 4 years					
	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas.		Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Show more confidence in new social situations. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.		Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling. Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	
	<p>Observation check point</p> <p>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>					

	<p align="center">Follow the jigsaw scheme for PSHED Focusing on the 3 R's in school – Respect, resilience, responsibility.</p>					
	<p align="center">Fundamental British values – What we do and what we say every single day</p>					
	<p align="center">Democracy <i>Making decision together</i></p> <ul style="list-style-type: none"> Encouraged to make choices and decisions about what they want to explore and how they're going to use the resources. Share views/voting on tasks in the classroom. Support turn-taking, sharing and collaboration. Encourage to see their role in school. Know their views count, value each other's views and values and talk about their feelings, <p>Be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p>	<p align="center">Rule of law <i>Understanding that rules matter as cited in PSED</i></p> <ul style="list-style-type: none"> Managing their own feelings and behaviour. Learning right from wrong. Behaving within agreed and clearly defined boundaries. Dealing with the consequences. Understanding rules in the world we live in e.g., traffic lights 	<p align="center">Individual liberty <i>Freedom for all</i></p> <ul style="list-style-type: none"> Developing a positive sense of themselves. Opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Give time to reflect on their differences and preferences to understand that we are all free to have different opinions. Range of experiences that allow to explore the language of feelings and responsibility. <p>Reflect on their differences and understand we are free to have different opinions.</p>	<p align="center">Mutual respect and tolerance for those with different faiths <i>Treat others as you want to be treated</i></p> <ul style="list-style-type: none"> Acquire a tolerance and appreciation of and respect for their own and other cultures. Know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Being part of a community, managing our feelings and behaviour; and forming relationships with others 		
Assessment for development						
	<p align="center">Intent</p>					
	<p align="center">Development matters for 3 to 4 years</p>					
	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>			
Communication and language	<p>Observation check point</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</p> <p>Can the child answer simple 'why' questions?</p>					
	<p>Is exposed to different vocabulary in different context.</p> <p>Understanding a simple instructions.</p> <p>Following a simple instructions</p> <p>Uses a simple sentences to ask for something</p> <p>Starts to listen to simple tasks</p>	<p>Learns and uses new vocabulary in different context.</p> <p>Understands and follows a simple instruction</p> <p>Joins a sentence using connectives.</p> <p>Response appropriately to a question</p> <p>Listens to and responses appropriately during a conversation</p>	<p>Uses a wide range of vocabulary in the right context.</p> <p>Retells a simple story</p> <p>Understand and follows an instruction involving two or more commands.</p> <p>Uses more complex sentences</p> <p>Talks turn in conversation with an adult or peer</p>			
Assessment for development						

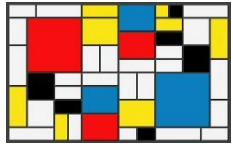





Physical Development	Intent					
	Development matters for 3 to 4 years					
	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>			
	<p>Observation check point Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Observation check point Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>					
	<p>Gross motor – Fundamental skills Travelling around a room safely Travelling around a room following instructions Creating a course for the children to follow Travelling in different ways – obstacle course – over, under, jump, balance etc.</p> <p>Fine motor - Threading, manipulating objects, Holding a pencil correctly, formation familiar letters, scissor control.</p>	<p>Gross motor – Fundamental skills Rolling a ball – following and collecting. Rolling a ball to each other. Catching a ball – hand movement, speed, eye coordination. Throwing and catching a ball – using previous skills</p> <p>Fine motor - Threading, manipulating objects, Holding a pencil correctly, formation familiar letters, scissor control.</p>	<p>Gross motor – Fundamental skills Balance – using one arm, two arms, one leg, two legs. Balance using the floor – sitting with legs up, laying on back, making body shapes. Travelling – jumping, skipping, hopping, running, tip toe, stomping Travelling to music – slow, fast, stop, start Moving to music – incorporating everything into a dance. Following a dance pattern, creating own dance pattern.</p> <p>Fine motor - Threading, manipulating objects, Holding a pencil correctly, formation familiar letters, scissor control.</p>	<p>Gross motor – Fundamental skills Running – building up stamina each week by 10 seconds – starting at 30 seconds. Racket skills – holding a racket, balancing a bean bag. Batting and hitting an object – socks Kicking – dribbling a football correctly.</p> <p>Fine motor - Threading, manipulating objects, Holding a pencil correctly, formation familiar letters, scissor control.</p>	<p>Gross motor – Fundamental skills Moving to music – incorporating everything from the terms into dance. Following a dance pattern and routine. Running – starting and stopping. Relay – working as a team. Following instructions.</p> <p>Fine motor - Threading, manipulating objects, Holding a pencil correctly, formation familiar letters, scissor control.</p>	<p>Gross motor – Fundamental skills Running – starting and stopping. Relay – working as a team, following rules. Relay – balancing using a racket, obstacle course. How to throw a javelin – co-ordination.</p> <p>Fine motor - Threading, manipulating objects, Holding a pencil correctly, formation familiar letters, scissor control.</p>
Assessment for development						
Literacy	Intent					
	Development matters for 3 to 4 years					
	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Write some or all of their name.</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>			

	Phase 1 phonics – Rhyming, oral blending and segmenting, environmental sounds, instrumental sounds, body percussion, alliteration and voice sounds. Book behaviour Fine motor skills	Phase 1 phonics – Rhyming, oral blending and segmenting, environmental sounds, instrumental sounds, body percussion, alliteration and voice sounds. Book behaviour Fine motor skills	Phase 2 phonics – 3 phonemes a week – consolidate in one session Story sequencing Predicting of the text Sharing stories and books Learning new vocabulary Pencil control - using dominant hand – developing letter formation <i>Threading, peg boards, large gross motor skills</i>	Phase 2 phonics – 3 phonemes a week – consolidate in one session Story sequencing Predicting of the text Sharing stories and books Learning new vocabulary Letter formation – applying fine motor skills Developing tripod grip	Phase 2 phonics – blending and segmenting oral of phonemes. Exploring sounds, rhyming words and alliteration – using and applying these skills. Retelling stories Inference, summarising, predating, questioning of text. Forming letters from their name correctly. Forming other letters correctly Using and applying fine motor skills to write a list	Phase 2 phonics – blending and segmenting oral of phonemes. Blending and segmenting graphemes. Retelling familiar stories Looking at text and graphemes in familiar books Inference, summarising, predating, questioning of text. Forming names Forming most letters correctly Using and applying fine motor skills to write a list
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Assessment for development						
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Intent						
Development matters for 3 to 4 years						
Mathematics	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route.		Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.		Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
	Counting to 5 in the correct sequence Number rhymes Counting a range of different things – sounds, actions, objects Counting out a small number of objects Name 2D shapes	Counting to 10 in the correct sequence Numeral hunts Comparing amounts and comparison language Shape hunts Talking about shapes and their characteristics and similarities	In-depth explanation of the numbers 1 – 5 Onness of one ... <ul style="list-style-type: none"> • Objects • Sounds • Actions • Fingers • Marks on paper • Numeral • Problem solving – before and after a given number 	Size vocabulary Comparing groups and using comparison language Measuring around provision and comparing weight	Knowing what a number represents Representing numbers in a variety of ways Number rhymes and number matching names Making matching groups – quantity Positional language Naming of 3D shapes	Looking at numerals 1 to 5 – recognising and writing them One to one counting of objects Using mathematical terms to talk about 2D and 3D shapes Using a wider range of mathematical vocabulary.

Assessment for development						
Understanding the world	Intent					
	Development matters for 3 to 4 years					
	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Explore how things work Continue to develop positive attitudes about the differences between people.	Begin to make sense of their own life-story and family's history. Explore collections of materials with similar and/or different properties. Show interest in different occupations. Explore and talk about different forces they can feel.			Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	Topic aspects Tasting and exploring different foods History aspects What do we look like and how are we different to others Geography aspect Autumn Science aspect The 5 sense – smell, taste, touch, hear, see Baking	Topic aspects Comparing differences and similarities. History aspects Celebrations – family Celebrating being different Geography aspect Winter Science aspect Materials – changes Baking	Topic aspects Information we already know about dinosaurs and things we want to find out. History aspects The ice age Dinosaurs Past and present in own life Geography aspect Looking and exploring maps Science aspect Changes in materials – ice Floating and sinking Baking	Topic aspects How do we help things grow? History aspects How can we look after the world now Geography aspect Looking after our outside environment Comparing different places we know – holidays and places of interest Science aspect Changes in a plant Planting Baking	Topic aspects Explore traditional tails History aspects People who help us – how and why – From a baby to now and in the future Geography aspect The world – how we can look after it – energy saving, recycling etc. Science aspect Baking Magnets Transport forces	Topic aspects Insects History aspects How can we look after the world now and what is in it Geography aspect Looking after our outside environment Science aspect Life cycle of a butterfly Baking
Assessment for development						
Technology	Pushing and operating buttons on a computerised toy.	Using a camera – iPad Controlling a robot or electric toy	Using an iPad Controlling music Using finger on an interactive screen	Using an iPad Controlling music Using finger on an interactive screen - producing a mark on the screen. Controlling a robot	Using an iPad Controlling music Using finger on an interactive screen - selecting a colour and producing a mark on the screen. Controlling a robot	Using an iPad Using finger on an interactive screen - selecting a colour and producing a piece of work Being introduced to a laptop
RE	God/Creation Why is the word God so important to Christians? Golden rules. What is a Christian?-story from children's bible. Who is God?-creation story-power point. Why is God good?-who put the colours in the Rainbow song? Why is God good? RE art work for Re display. Harvest Taking care of the world: Tidy up/make posters.	Why do Christians perform nativity plays at Christmas? Re-cap: What do Christians believe?-bible story/props. Recap who is God?-hymn/craft. Christmas story What special things do we do at Christmas to share God's love? Nativity rehearsal. Nativity rehearsal. Nativity performance. Christmas rituals.	Incarnation. What makes everyone unique and special? Re-cap: Who is God? Why is God good? Circle time-who makes you happy at school? Why? What is special about them? Play mirror, mirror. Mirrors in the role play area to encourage children to identify similarities and differences between their friends and themselves. Who is Jesus?-children's bible story. Why is Jesus special? Q&A session. Why are you special to God?	Salvation. Why do Christians put a cross in an Easter garden? Re-cap: what makes everyone unique and special? Circle time: what is lent and shrove Tuesday?-make pancakes. What is palm Sunday? Look at a palm cross. Sing hosanna. Make palm crosses-sing hosanna. Why do Christians celebrate Easter? Make Easter cards Share the Easter story.	Salvation How do we help others when they need it? Re-cap: why do Christians celebrate Easter? Children share their experiences of Easter. The two great commandments (Love God and Love your neighbour). Story: The Good Samaritan. Help thy neighbour: Use bridges to help each other to cross the river.	How can we care for our wonderful world? Re-Cap: golden rules. Circle time: God created the world and trusts us to care for it. Explore our bug hotel. Sing he's got the whole world in his hands. Taste and talk about our home made vegetables and link these to God the creator. Observe and talk about our bee habitat and why this has been important.

Intent							
Development matters for 3 to 4 years							
Expressive arts and design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		
	<p>Skills to develop – drawing, painting,</p> <ul style="list-style-type: none"> Exploring mark making <p>Artists to consider - - Piet Mondrian</p>  <p>Role-Play – home, shop</p> <p>Small world – dolls house, textures and materials, sorting, colours,</p> <p>Music <i>Listening to music</i></p> <p><i>Singing different songs</i></p> <p><i>Exploring musical instruments.</i></p>	<p>Skills to develop - drawing, painting, sculpture</p> <ul style="list-style-type: none"> Mixing colours Using clay <p>D&T – Mechanical Lift a flap – Dear Santa present flap</p> <p>Artists to consider – Jackson Pollock</p>  <p>Role-Play – 3 bears house, cave</p> <p>Small world – picnic, porridge, baking, bears, we're going on a bear hunt</p> <p>Music <i>Listening to music</i></p> <p><i>Singing different songs – Looking at pitch</i></p> <p><i>Exploring musical instruments.</i></p>	<p>Skills to develop - drawing, painting, collage, digital media</p> <ul style="list-style-type: none"> Cutting and sticking of materials Printing <p>D&T – Structural Build a bridge</p> <p>Artists to consider - Wassily Kandinsky</p>  <p>Role-Play – Builders yard, Explorers/museum</p> <p>Small world – dinosaurs, ice, Easter.</p> <p>Music <i>Listening to music – responding to what they have heard, discussing feelings</i></p> <p><i>Singing familiar songs, using the melody – Moving voice up and down.</i></p> <p><i>Play musical instruments with increasing control</i></p>	<p>Skills to develop - drawing, painting, sculpture, collage, digital media</p> <ul style="list-style-type: none"> Exploring different media Using salt dough and other sculpture materials. <p>Artists to consider - Henri Matisse</p>  <p>Role-Play – florist, Pizza Shop</p> <p>Small world – soil, planting,</p> <p>Music <i>Listening to music – responding to what they have heard, discussing feelings</i></p> <p><i>Singing familiar songs, using the melody – Moving voice up and down.</i></p> <p><i>Play musical instruments with increasing control</i></p>	<p>Skills to develop - drawing, painting, sculpture, collage, digital media</p> <ul style="list-style-type: none"> Exploring ICT skills for drawing Drawing details on a picture <p>D&T – Food Gingerbread man</p> <p>Artists to consider – James Rizzi</p>  <p>Role-Play – Pirate ship,</p> <p>Small world – traditional tales story set up-Jack and the bean stalk, Cinderella, The magic porridge pot.</p> <p>Music <i>Perform a song, remembering all the words</i></p> <p><i>Create their own songs</i></p> <p><i>Play instruments with increasing control to express their feelings and ideas.</i></p>	<p>Skills to develop - drawing, painting, sculpture, collage, digital media</p> <ul style="list-style-type: none"> Drawing a person with features. Having a purpose in mind <p>Artists to consider - Leonardo da Vinci</p>  <p>Role-Play – Beach/seaside</p> <p>Small world – insets, frogs, snakes, animals,</p> <p>Music <i>Perform a song, remembering all the words</i></p> <p><i>Create their own songs</i></p> <p><i>Play instruments with increasing control to express their feelings and ideas.</i></p>	
Assessment for development							