



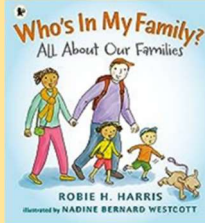
Colton Primary School *Everyone Successful Every Day*

Nursery Long Term Plan 2023/24

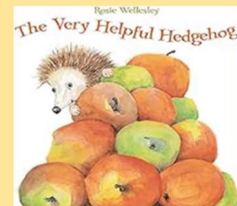
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, line of enquiry celebrations & experiences	All About Me Halloween Autumn Family Feelings	Let's Celebrate Hibernation Bonfire Night Family Celebrations Seasons Diwali Christmas	Let's Jump Into A Book Transport Dinosaurs Chinese New Year Stories Patterns Winter	Down on the Farm New Growth Planting Mother's Day Easter Pancake Day	Minibeasts Life Cycles Healthy Choices	A Trip on a Magic Carpet Summer Seaside Transport Food Under the Sea

Possible Texts

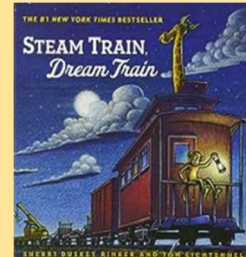
In Every House on Every Street
Who's in my Family?
We're Going on a Pumpkin Hunt
We're Going on a Leaf Hunt
Leaf Thief



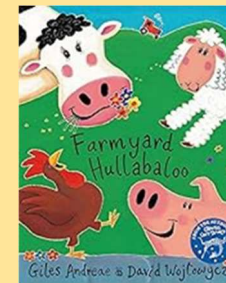
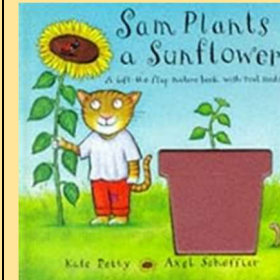
The Very Busy Hedgehog.
Going on a Bear Hunt
Diwali
The Nativity
Polar Bear, Polar Bear,
What do you hear?
Dear Santa



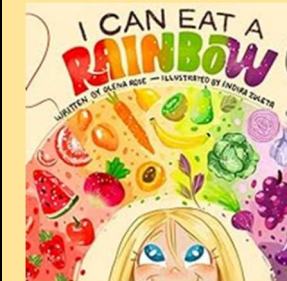
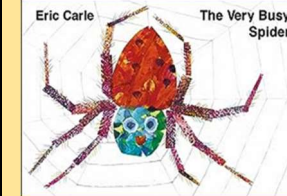
Steam Train, Dream Train
Dear Dinosaurs
Mad About Dinosaurs
Peppa's Chinese New Year
The Busy Fox
Never Tickle a Tiger



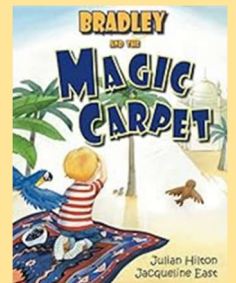
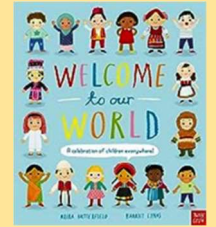
A Farmyard Hullabaloo
Farmyard Babies
On The Farm
The Red Tractor
Planting A Rainbow
Ten Seeds
Sam Plants a Rainbow



The Very Busy Spider
Mad About Minibeasts
The Minibeast Bop
I Can Eat a Rainbow
Which Food will you Choose?



The Magic Carpet
Welcome to our World
What the Ladybird Heard
at the Seaside
Commotion in the Ocean
The Naughty Bus
Habu and the Lost Zebra



Communication & Language

STATUTORY EDUCATIONAL PROGRAMME: 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, story-telling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding And Speaking	<p>To begin to listen carefully and know why listening is important.</p> <p>To join in with story times, rhymes, and songs.</p> <p>To listen to a simple story using pictures or props.</p> <p>To begin to understand simple instructions such as ‘stop’ and ‘tidy up’.</p>	<p>To continue to listen during whole group activities.</p> <p>To continue to engage and listen during story times.</p> <p>To begin to answer ‘who’ and ‘what’ questions from stories.</p> <p>To continue to understand simple instructions.</p> <p>To develop pretend play within areas of learning.</p>	<p>To begin to listen to longer stories and remember parts of what happens and continue to develop questioning skills.</p> <p>To begin to understand an instruction that has two parts i.e ‘ put your coat on and wait by the door’.</p>	<p>To continue to be able to answer ‘who’ and ‘what’ questions while also beginning to answer ‘where’ questions.</p> <p>To continue to listen to longer stories and remember parts of what happens and continue to develop questioning skills.</p>	<p>To sing and know a large repertoire of songs and nursery rhymes.</p> <p>To continue to answer ‘who, what and where’ questions from stories.</p>	<p>To continue to maintain attention during appropriate activities.</p> <p>To begin to understand and answer why questions.</p> <p>To speak in sentences, using 4-6 words or more.</p> <p>To use talk to organise play and engage others.</p>
Ongoing throughout the year	<p>To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems.</p> <p>To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs.</p> <p>To listen to and talk about stories.</p> <p>To follow instructions with one and two parts.</p> <p>Key Vocabulary to be taught throughout the year: Who, what, how, where listen, stories, tell me, question</p> <p>What are they doing?</p> <p>Who/ what is in the picture?</p> <p>Link to Curriculum for Life - Effective Communicators.</p>					

Personal, Social & Emotional Development

STATUTORY EDUCATIONAL PROGRAMME: 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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation Managing self Building relationships	Feelings: To begin to identify different emotions such as happy, sad, tired. Social skills: Friendship – Pupils to begin to develop friendships within the classroom. Pupils to start their journey on being able to play alongside other children using talk and gestures. Independence: To begin to develop their independence skills with managing their needs such as going to the toilet and washing their hands. To say what they like and dislike.	To find ways to calm themselves through being calmed and comforted by an adult. To begin to understand the daily routine using visual images. Pupils to independently organise their belongings in the morning when entering nursery. To begin to understand behavioural expectations within Nursery and the whole school.	To begin to reject help and support from adults and grow in independence. To play with increasing confidence on their own and with other children. To begin to show effortful control with waiting for toys and waiting for their turn.	To continue to develop friendships with other children through play. To begin exploring healthy food choices and what this means.	To be increasingly independent in meeting their own care needs with using the toilet and washing and drying their hands. To make healthy choices about food and drink and begin to know the importance of oral hygiene. To be able to state likes and dislikes within the topic of food.	To continue to follow rules of both the class and the wider school community. To be able to use the toilet when needed with minimal support and know to wash hands. To continue to develop positive relationships with both peers and adults within school. To be able to express a range of emotions and talk about them.
JIGSAW PHSE	Being Me In My World	Celebrating difference (including Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ongoing throughout the year	To be able to follow classroom rules. To be able to build positive relationships with adults and peers. To be able to state their likes and dislikes. Key Vocabulary : Feelings, happy, sad, angry, excited, tired, cross, share, take turns, wash, healthy, clean, friends, play, Link to Curriculum for Life - Empathy and Self Awareness					

Physical Development

STATUTORY EDUCATIONAL PROGRAMME: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	To engage in activities that support the development of the fundamental movement skills such as running, crawling, climbing, rolling.	To continue to engage in activities that support the development of the fundamental movement skills such as running, crawling, climbing, rolling. To continue to develop large motor skills by using resources such as bean bags and scarves to support large muscle movements.	To listen and begin to use the apparatus safely in the hall. To begin to balance along and jump off various apparatus safely. To continue to develop the fundamental movement skills. To begin to develop the skills needed to throw, kick and catch balls.	To continue to use the apparatus and equipment safely in the hall. To continue to balance along and jump off various apparatus safely. To continue to develop the fundamental movement skills. To continue to develop the skills needed to throw, kick and catch balls.	To continue to develop movement, balancing, riding bikes and ball skills. To continue to balance along and jump off various apparatus safely. To continue to develop the fundamental movement skills.	To be able to confidently, and safely, use a range of large and small apparatus indoors. To be independent at putting on own coat and changing into outdoor shoes when needed.
Fine Motor Skills	To explore a range of tools and resources such as tweezers, scissors and playdough tools to develop fine motor skills. To begin to eat independently using a fork. To begin exploring looped handled scissors to make snips in paper.	To continue to explore a range of tools and resources such as tweezers, scissors and playdough tools to develop fine motor skills. To continue eating independently using a fork. To continue exploring using looped scissors to snip paper.	To begin to independently start using a knife and fork together to cut food. To begin to use scissors to cut paper in a continuous line.	To continue to independently use a knife and fork together to cut food. To continue to use scissors to cut paper and cut around shapes. To revise fine motor skills by continuing to explore with various tools and resources.	To use scissors effectively and safely for a purpose. To continue to use a knife and fork.	To continue to use scissors effectively for a purpose. To continue to use a knife and fork.
Ongoing throughout the year	To develop fine motor skills so that they can draw, make marks, use a fork for eating, make cuts in paper. To develop overall core body strength. To move in a variety of ways such as running, jumping, crawling, Key vocabulary – pinch, squeeze, stretch, move, run, jump, cut, balance, crawl.					

Literacy

STATUTORY EDUCATIONAL PROGRAMME: 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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking Writing Comprehension	To enjoy joining in with rhymes, songs and poems. To seek out and have favourite books to share with an adult, another child or to look at alone. To begin to enjoy drawing freely.	To enjoy joining in with rhymes, songs and poems. To continue to enjoy reading and listening to stories with adults and peers. To develop how marks are made by exploring different materials such as flour, paint, finger painting and chalk. To begin to use a variation of marks such as lines, circles and zigzags – Link to Pen disco.	To continue listening to stories and answer questions about what has been read. To begin to develop play around stories using props. To begin to add meanings to drawings i.e. 'This is an apple'. To begin to make marks which represent their name.	To continue making marks which represent their name. To begin to form some letters from their name. To begin to draw an image of a person/someone relevant to them using lines and circles. To continue listening to stories, answering questions and drawing what they can remember from it – who, what and where questions.	To continue to form letters from their name and for some children, to write them accurately. To continue to draw images of a person using lines and circles. For some pupils, adding more details to drawings such as eyes, nose and mouth will now develop.	To be able to listen to and enjoy sharing a range of books. To begin to answer why questions from a story. To be able to hold a book correctly (the right way up) To continue to engage in conversation about stories, demonstrating an understanding of what has been read to them. To recognise some familiar words in print, e.g., own name.
Phonics RWI – Phonics scheme	Phase 1 phonics To develop listening skills by identifying environmental sounds.	Phase 1 phonics To continue with identifying environmental sounds. To begin to identify syllables in words.	Phase 1 phonics To begin to explore rhyme and develop an understanding of what it is.	Phase 1 phonics To continue with rhyme. To begin exploring and finding words which begin with the same sound. Nursery 2 –If ready these pupils are to continue with Phase 2 set 1 RWI Phonics sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f	Phase 1 phonics To continue with previous phase 1 phonics activities. To begin to explore segmenting and blending. Nursery 2 –If ready these pupils are to continue with Phase 2 set 1 RWI Phonics sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f	Phase 1 phonics To continue exploring segmenting and blending and revisit all other phase 1 phonic games. Nursery 2 –If ready these pupils are to continue with Phase 2 set 1 RWI Phonics sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f

Ongoing
throughout the
year

To be able to answer what, where and who questions.
To be able to answer how and why questions but may need support with this.
To be able to retell stories or part of stories.
To be able to draw/mark make all or parts of stories.
To learn to recognise their own name.
To enjoy drawing freely.
To express a preference for a book.

Key Vocabulary: Story, book, page, song, rhyme, draw, listen, sound, name, who, what, where, how, next, then, lines, circles.

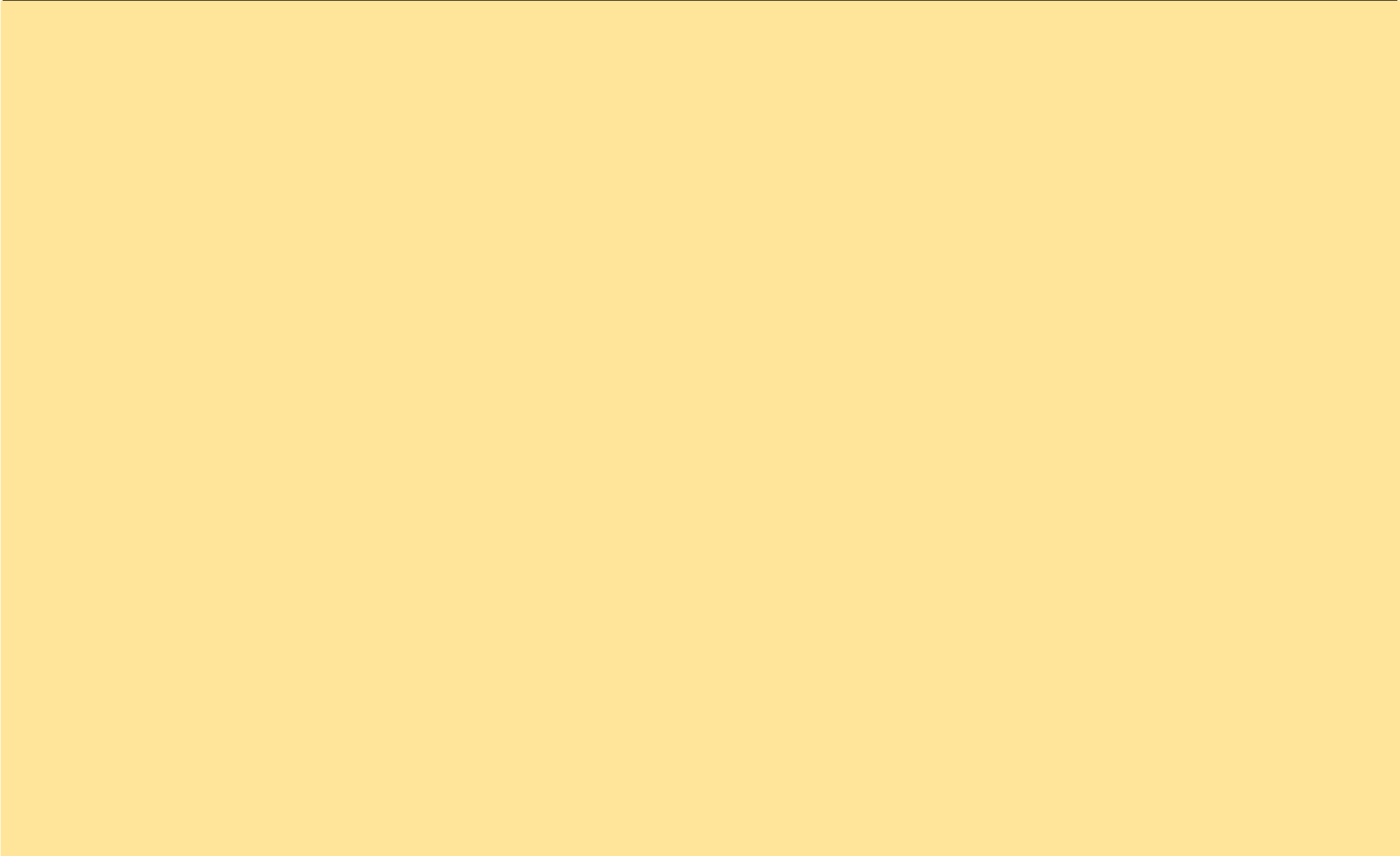
Link to Curriculum for Life - Skills for Life, Effective Communicator.

Mathematics

STATUTORY EDUCATIONAL PROGRAMME: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical pattern	<p>To begin to take part in finger rhymes with numbers, 5 little ducks, 5 little monkeys.</p> <p>To introduce number representation starting with 1.</p> <p>To begin to recite some number names in sequence.</p>	<p>To introduce number 2.</p> <p>To continue to recite number names in sequence.</p> <p>To begin to name and recognise 2d shapes (square, rectangle, circle, triangle).</p> <p>To begin to explore the properties of 2d shapes and use mathematical language such as 'corners' and 'sides'.</p> <p>To introduce comparing size (big/small, bigger than/smaller than)</p> <p>To explore the mathematical language relating to comparing weight (heavy, light, heavier than, lighter than).</p>	<p>To develop number representation with numbers 1, 2 and introduce 3.</p> <p>To begin to explore subitising</p> <p>To continue to name and recognise 2d shapes (square, rectangle, circle, triangle).</p> <p>To continue to explore the properties of 2d shapes and use mathematical language such as 'corners' and 'sides'.</p> <p>To introduce mathematical language when comparing capacity (full, empty)</p> <p>To begin to notice patterns i.e stripes on clothes.</p>	<p>To develop number representation with numbers 1, 2, 3 and introduce 4.</p> <p>To continue to explore subitising.</p> <p>To continue to develop mathematical language when comparing height i.e tall, taller than, short, shorter than.</p> <p>To begin to create own patterns.</p> <p>To begin to create and extend ABABAB patterns.</p>	<p>To develop number representation with numbers 1, 2, 3, 4 and introduce 5.</p> <p>To develop mathematical language when comparing length i.e long/longer than, short/shorter than.</p> <p>To continue to create and extend ABABAB patterns.</p> <p>.</p>	<p>To identify and order numbers 1 to 5.</p> <p>To accurately count out the correct about of objects for numbers 1-5.</p> <p>To subitise up to 3 objects.</p> <p>To explore and look at numbers beyond 5.</p> <p>To be able to name and select 2d shapes and use some mathematical language to describe them.</p> <p>To begin to explore 3d shapes.</p> <p>To identify errors in patterns and work to correct them.</p>
Ongoing throughout the year	<p>To link the number symbol with its cardinal number value.</p> <p>To rote count and count objects accurately.</p> <p>To recognise numerals 1-5</p> <p>To recognise numerals beyond 5.</p> <p>To be able to subitise up to 3 objects.</p> <p>To have some understanding of the days of the week.</p> <p>To use positional language.</p> <p>To copy and create repeating patterns (ABABAB)</p>					

	<p>Key Vocabulary: Number, shape, square, triangle, circle, rectangle, sides, corners, count, how many, big, small., tall, tall than, short, shorter than, long, longer than, order, full, empty, heavy, light, heavier than, lighter than, in, on, under, behind, next to, infront,</p> <p>Link to Curriculum for Life - Skills for Life, Digitally Literate.</p>
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Understanding the World







STATUTORY EDUCATIONAL PROGRAMME: 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 increases 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History					
Past and Present	To begin to start to make sense of their own life story and family history. To name and describe people who are familiar to them and who live in their house.	To continue to understand and make sense of their own life story and history. To discuss family events that have been celebrated - Bonfire night and diwali	To notice and explore the differences between people and cultures – Chinese New Year To continue with the understanding that there are different countries/environments in the in the world which are different to the one we live in.	To begin to explore and understand different occupations. To take part in role play and explore different occupations. To listen to the story of Easter and link to the past.	To know that animals and humans grow and change over time. Look at adult and baby animals and notice differences. Identify what plants need to grow, water, sun soil, identify how plant change over time.	To begin to explore and find out about buildings within countries that they were built in the past/are old. – The Eiffel Tower in France, the Acropolis in Greece, the pyramids in Egypt.
People, Culture and Communities	To talk about their own home and what their own house is like.	To begin to have an understanding that there are some events which are spoken about every year that happened in the past – Poppy Day.	To explore some famous buildings within China and link to it being built in the past – The Great Wall of China.			
The Natural World	To begin to think about different houses and how they differ to their own – Link to Temple Newsam house. To talk about members of their family and their relationship to them. To begin and notice differences between people and cultures.	To continue to notice and explore the differences between people and cultures – Diwali. Learn about the changes that occur in autumn and about animals that hibernate.				
Ongoing throughout the year	To show curiosity about the world around them by asking questions. To show an understanding of things that have happened i.e birthdays To know that events will happen and that these events have happened in the past i.e Christmas, Easter, bonfire night etc. To explore some events that happened in the past – Poppy day, first moon landing. To begin to understand the sequencing of the days of the week. To follow a daily timetable using pictures – Link to vocab such as next, after, first, then Key Vocab – Past, long time ago, now, yesterday, today, old, new, family, years, days, country, weather, plants, sun, water, growth, job, older, country, world					

<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	Geography					
	<p>To begin to know that we live in a country called England.</p> <p>To begin to be able to describe their immediate environment i.e we live near school, Sainsburys, Temple Newsam.</p>	<p>To introduce the concept of there being different places/countries in the world and that they are different to where we live – Link to the Arctic.</p> <p>To explore maps and begin to make marks drawing a map – Link to the polar bear going back to the Arctic.</p>	<p>Link to China for Chinese New Year. Look at photographs and videos of the buildings in China. Explore the food they eat and the clothes they wear to celebrate and their traditions.</p>	<p>Use the Bee Bot to move around the farm mat giving simple instructions. (Forwards/backwards).</p>	<p>To draw a map of a familiar route – Draw a map from our classroom down to Windmill wood (Link to where minibests are found).</p>	<p>To learn about many other countries such as France, Romania, Greece and that they are all different.</p> <p>To understand and talk about how and why environments differ to their own. Look at the weather, food and animals that are found at the seaside.</p>
	<p>To notice and talk about the weather on a daily basis.</p> <p>To be able to talk about the changes in the seasons.</p> <p>To show curiosity about the world around them by asking questions.</p> <p>To be able to name some other places in the world.</p> <p>Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world.</p> <p>Key Vocab – earth, globe, world, countries, places, people, weather, sun, wind, rain, snow, cold, hot, change, season, autumn, summer, spring, winter, travel, map, mountains, beach, forest, desert, jungle.</p>					
<p>Past and present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	Science					
	<p>To be able to talk about the changes that occur in Autumn.</p>	<p>To be able to talk about the changes that occur in Winter.</p> <p>To learn about animals that Hibernate and what hibernation means.</p> <p>To begin to explore different materials and how they can change – Link to ice melting in the Arctic.</p>	<p>To continue to talk about the seasons.</p> <p>To continue to explore different materials and how they can change – Link to ice melting in the winter.</p>	<p>To be able to talk about the changes that occur in Spring/Summer.</p> <p>To begin to know what a plant needs to grow.</p> <p>To begin to know and understand the key features of the life cycle of a plant or animal.</p> <p>To recognise farm animals -lan's mobile farm to visit.</p>	<p>To be able to name healthy foods and non healthy foods.</p> <p>To explore and taste a variety of fruit and vegetables..</p> <p>To explore and understand where minibests live and can be found.</p> <p>To observe the changes in the life cycle of a butterfly. To begin to create a healthy picnic – Link to the Very Hungry Caterpillar.</p>	<p>To be able to talk about the changes that occur in Summer.</p> <p>To explore what the weather is like in the countries which we decide to visit throughout topic.</p>
	<p>To enjoy exploring the natural world around them</p> <p>To show curiosity about the world around them by asking questions.</p> <p>To be able to draw pictures of the things they have observed.</p> <p>To know how they can look after the natural environment and know how to take care of living things.</p> <p>To make observations around various states of matter, and use a range of vocabulary to describe these such as melting.</p>					

Expressive Arts and Design

STATUTORY EDUCATIONAL PROGRAMME: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials Being Imaginative and Express	Art & DT					
	<p>Artist – Giuseppe Arcimboldo</p>  <p><u>Mark making</u> To explore different media to make marks – use chalks, pens, paint, crayons.</p> <p><u>Colour</u> To recognise and name colours. To explore and experience colour.</p> <p><u>Painting</u> To teach children how to use a paint brush.</p>	<p>Artist – Jackson Pollack</p>  <p><u>Mark making</u> To explore different media to make marks – use chalks, pens, paint, crayons.</p> <p><u>Colour</u> To recognise and name colours. To explore and experience colour.</p> <p><u>Painting</u> To introduce different sized brushes and explore different painting techniques – making dots.</p>	<p>Artist – Jim Dine</p>  <p><u>Mark making</u> To explore making marks and focus on lines and circles. To give meaning to marks that are made.</p> <p><u>Colour</u> To recognise and name colours. To explore and experience colour.</p> <p><u>Painting</u> To explore how to paint using block paints.</p>	<p>Artist – Faberge eggs</p>  <p><u>Mark making</u> To explore making marks and focus on lines and circles. To give meaning to marks that are made.</p> <p><u>Colour</u> To recognise and name colours. To explore and experience colour.</p> <p><u>Painting</u> To explore how to paint using block paints.</p>	<p>Artist – Eric Carle</p>  <p><u>Mark making</u> To begin to understand how to grip a pencil comfortably.</p> <p><u>Colour</u> To recognise and name colours. To explore and experience colour.</p> <p><u>Painting</u> To explore colour mixing by investigation.</p>	<p>Artist – Charlene Lanzel</p>  <p><u>Mark making</u> To draw with increasing detail such as representing a face with a circle.</p> <p><u>Colour</u> To recognise and name colours. To explore and experience colour.</p> <p><u>Painting</u> To explore colour mixing by investigation.</p>

	<u>Printing</u> To print using body parts and natural objects.	<u>Printing</u> To print using body parts and natural objects.	<u>Printing</u> To explore printing using sponges and rollers.	<u>Printing</u> To continue to explore printing using sponges, rollers and shapes.	<u>Printing</u> To explore pattern using a variety of resources.	<u>Printing</u> To continue to explore pattern using a variety of resources.
	<u>Textiles and materials</u> To explore junk modelling.	<u>Textiles and materials</u> To continue to explore junk modelling Make homes using natural objects.	<u>Textiles and materials</u> To begin to explore different materials and discuss how they feel.	<u>Textiles and materials</u> To continue to explore different materials and discuss how they feel.	<u>Textile and materials</u> To begin to choose materials for a purpose.	<u>Textiles and materials</u> To continue to choose materials for a purpose.
	On going throughout the year: Artists will be covered throughout the year which are linked to themes					
	Key Vocab – Paint, mix, print, stamp, stick, colour, draw, colour, red, yellow, blue, green, pink, purple, brown, black, rough, smooth, bumpy, soft, hard,					
	Music					
	To begin to join in with and express themselves through various genres of music. Pupils to begin to join in with piccolo music songs and listen.	To begin to join in with and express themselves through various genres of music Pupils to continue to join in with piccolo music songs and listen.	To begin to show an interest with instruments by exploring sound and begin to use some control. To begin to tap along to a beat.	To continue to play instruments with increasing control. To begin to copy a beat using instruments.	To begin to understand how sounds can differ e.g loud and quiet. To begin use instruments to make loud and quiet sounds. To continue to copy a beat.	To continue to explore music by playing loud, quiet, high and low sounds while using instruments. To continue to copy a beat.
	To confidently sing a range of well-known nursery rhymes and songs. To enjoy performing songs and stories with others To enjoy making music and have experience of playing a range of musical instruments. To listen attentively to music and talk about how the music makes them feel. Charanga and Music Express to compliment themes and teaching.					
	Key Vocabulary to be taught throughout the year: noise, loud, quiet, move, listen, beat, copy, high, low,					