



Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

Long Term Overview Reception

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Learning Theme Title	All About Me	Celebrations	Amazing Animals	Come Outside	Ticket to Ride	Seasides
Key Lines of Enquiry	<p>These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour For Learning.</p> <p>What makes me me? All types of families/ my family All types of homes/ my home My time-line – Baby/now/future Road Safety Performing (welcome service)</p>	<p>What do we celebrate Birthdays Weddings Diwali Light Hanuka Christmas Performing (Christmas show)</p>	<p>Chinese New Year / animal symbols Minibeasts: Trip to Stratford Butterfly Farm Where do different animals live? Animals and their young Pets</p>	<p>Spring Weather/changes Plants and growing Easter Barford Church</p>	<p>Ways to travel Journeys What is it like to live in ... liven experiences/comparison Celebrating children from around the world including our own multicultural experiences Space</p>	<p>What lives in the sea? Seaside towns Care and compassion: Looking after the oceans Communicating to far off places Pulleys Performing (class assembly)</p>

Thematic texts to support enrichment across the EYFS 7 Areas of Learning.

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
English Texts	<p>Big Book of Families C & L Anholt Starting School Janet and Allan Ahlberg Let's build a House – Mick Manning When I build with Blocks Niki Alling The Colour Monster Anna Llenas Owl Babies Martin Waddell</p>	<p>Diwali: Rama and Sita Room on a Broom Teddy's Secret</p> <p>Traditional Tales: Hansel & Gretal The Ugly Duckling</p> <p>The Jolly Postman The Jolly Christmas Postman</p>	<p>One Snowy Night Pig in the Pond Night Monkey Day Monkey The Emperors Egg Monkey Puzzle The Elephant and the Bad Baby The Very Hungry Caterpillar Agh spider! Chinese New Year Story</p>	<p>Oliver's Vegetables The Tiny Seed Jack and the Beanstalk Hansel and Gretel One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons The Easter Story</p>	<p>Whatever next! The Snail and the Whale The Naughty Bus Mr. Gumpy's Outing The Train Ride Handa's Surprise Bob, The Man on the Moon Beegu Aliens Love Underpants Oi! Get off my train! P is for Passport The Journey</p>	<p>Rainbow Fish – recap PSED Flotsum Tiddler Lighthouse Keeper's Lunch – design and make a sandwich / pulleys Under the Sea Non – Fiction Zoom Passport to Paris World Atlases</p>



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	<p>Stick Man Julia Donaldson The Smartest Giant Julia Donaldson The Rainbow Fish Marcus Pfister Monkey Puzzle Julia Donaldson Funny Bones Ahlbergs</p>	<p>Christmas Story / Nativity</p>			<p>The Way back Home Percy's Bumpy Ride (Nick Butterworth)</p>	<p>Sharing a Shell Commotion in the Ocean The Snail and the Whale – PSED</p>
<p>Phonics/ Spelling Focus</p>	<p>Little Wandle Phonics Phase 2 /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ /h/ /b/ /f/ /l/ Tricky Words I, is, the</p>	<p>Little Wandle Phonics Phase 2 /ff/ /ll/ /ss/ /j/ /v/ /w/ /x/ /y/ /qu/ /z/ /ch/ /sh/ /th/ /ng/ /nk/ /l/ Tricky Words put, pull, push, and, has, his, her, no, go, to, she, he, of,</p>	<p>Little Wandle Phonics Phase 3 /ai/ /ee/ /igh/ /oa/ /oo/ /ool/ /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /er/ Tricky Words Put, pull, full, was, and, push, you, they, into , my, by, all, no, go, are, pure, sure, he, we, me, be, of</p>	<p>Little Wandle Phonics Phase 3 Review all, double letters, longer words, word endings- /-ing/ /-es/ /-s/ Review all tricky words</p>	<p>Little Wandle Phonics Phase 4 CVCC/CCVC/CCVCC/ longer words / compound words/ -ing/ -ed/ -ed (t)/ -est Tricky Words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Little Wandle Phonics Phase 4 Revisit and review Review all tricky words</p>



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Enrichment

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Parent Sharing Event dates	Phonics Meeting 25.9.24 Stay and Play 1.10.24	Stay and Play – 3.12.24	Stay and Play – TBC	Stay and Play – TBC	Stay and Play – TBC	Stay and Play – TBC
Outdoor learning experiences	Forest School Outdoor classroom teacher lead / CP	Forest School Outdoor classroom teacher lead / CP	Outdoor classroom teacher lead / CP	Forest School Outdoor classroom teacher lead / CP	Forest School Outdoor classroom teacher lead / CP Class visit	Forest School Outdoor classroom teacher lead / CP / Biddies Teddy Bear picnic
Trips and Visitors		Road Safety – 5.11.24	Stratford Butterfly Farm	Barford Church	TBC	
Whole school events	School fair Reception welcome Service Harvest	Remembrance service- 8 ^h Nov Diwali Day- 18.10.24 Barford Bonfire – 9.11.24 Children in Need Advent Service Christingle service	Movie night- Safer Internet Day-	World Book Day- March Holi Celebration Day		Teddy Bears Picnic (Reception with buddies)



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Core Knowledge and Skills

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Personal Social and Emotional Development: Self Regulation Managing Self Building Relationships	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Protective Behaviours	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Protective Behaviours	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Protective Behaviours
Communication Language and Literacy: Listening & Attention Speaking	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 .					
Physical Development: Fine Motor Skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items /	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here:	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle /



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Gross Motor Skills	Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Button Clothing / Cutting with Scissors	https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
P.E.	External coach: Games Class teacher: Gym	External coach: Games Class teacher: Dance	External coach: Multi-sports Class teacher: Multi-skills	External coach: Multi-sports Class teacher: Multi-skills	External coach: Athletics - track Class teacher: Athletics	External coach: Football Class teacher: Team Games
Literacy: Comprehension	Range of fiction and non fiction shared texts to support both thematic experiences and child initiated learning.					
Word Reading	Pencil grip activities Story maps Plans drawings Drawing club Names Letter formation through LW phonics and	Pencil grip activities Story maps Plans drawings Drawing club Names Letter formation through LW phonics and	Pencil grip activities Story maps Drawing club Formation through LW phonics and Letterjoin formation families Big book shared reading	Pencil grip activities Story maps Drawing club Formation through LW phonics and Letterjoin formation families Big book shared reading	Pencil grip activities Story maps Drawing club Formation through LW phonics and Letterjoin formation families Big book shared reading	Pencil grip activities Story maps Drawing club Formation through LW phonics and Letterjoin formation families Big book shared reading
Writing						



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	<p>Letterjoin formation families Big book shared reading 1:1 reading. CP – Roleplay / labelling / environmental labels</p>	<p>Letterjoin formation families Big book shared reading 1:1 reading. CP – Roleplay / labelling / environmental labels</p> <p>Sence of sentence</p>	<p>1:1 reading. CP – Roleplay / labelling / environmental labels</p> <p>Sence of sentence Writing sentences</p>	<p>1:1 reading. CP – Roleplay / labelling / environmental labels</p> <p>Sence of sentence Writing sentences</p>	<p>1:1 reading. CP – Roleplay / labelling / environmental labels</p> <p>Sence of sentence Writing sentences</p>	<p>1:1 reading. CP – Roleplay / labelling / environmental labels</p> <p>Sence of sentence Writing sentences</p>
<p>Mathematics</p>	<p>Baseline Assessment Subitise to 3 <u>Counting, ordinality and cardinality</u> Use and consolidate counting skills <u>Composition</u> Explore how all numbers are made of 1s Focus on composition of 3 and 4. <u>Recognise 2D shapes in the environment.</u> Identify and name triangles and circles. Make simple representations of objects using triangles and circles <u>Subitising</u> Subitise objects and sounds. <u>Pattern</u> Explore and identify patterns. Create ABAB patterns – stick, leaf, stick, leaf. Or circle, triangle triangle. <u>Comparison</u> <u>Comparison of sets - 'just by looking'</u> Use the language of comparison: more than and fewer than. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p><u>Counting, ordinality and cardinality</u> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Show 'finger numbers' up to 5</p> <p>Solve real world mathematical problems with numbers up to 5. <u>Comparison</u> <u>Comparison of sets - by matching</u> Use the language of comparison: more than, fewer than, an equal number</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Recite numbers past 5. • <u>Composition</u> Explore the concept of 'whole' and 'part'</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p><u>Subitising</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Discuss 'more/less' as a concept. Apply practically within classroom setting. <u>Counting, ordinality and cardinality</u> Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Find one less than a given number up to ten. Reinforce with number rhymes and stories. <u>Composition</u> Focus on 5</p> <p>Find one more or one less than a given number up to ten. Reinforce with number rhymes and stories. Language: more/ greater / less / fewer. <u>Composition</u></p>	<p><u>Counting, ordinality and cardinality</u> Focus on the 'staircase' pattern and ordering numbers 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'. <u>Comparison</u> Focus on ordering of numbers to 8 Use language of less than Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10. Compare quantities up to 10 in different contexts. <u>Composition</u> Focus on 7</p> <p>Select shapes appropriately: flat surfaces for building, a</p>	<p><u>Counting, ordinality and cardinality</u> Counting – larger sets and things that cannot be seen Review: Subitise recognise quantities without counting) up to 5. double facts <u>Subitising</u> <u>Subitising – to 6, including in structured arrangements</u> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, <u>Composition</u> <u>Composition – '5 and a bit'</u> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,</p>	<p><u>Subitise</u> Subitise to 5 Introduce the rekenrek Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, <u>Review and assess</u> <u>Automatic recall of bonds to 5</u> Make comparisons between objects relating to size, length, weight and capacity. Verbally count beyond 20, recognising the pattern of the counting system. <u>Review and assess</u> <u>Composition of numbers to 10</u> Verbally count beyond 20, recognising the pattern of the counting system.</p>



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	<p>Show 'finger numbers' up to 5</p> <p>.</p>	<p>Recite numbers past past 5.</p> <p>•</p> <p>Composition</p> <p>Focus on the composition of 3, 4 and 5.</p> <p>Counting, ordinality and cardinality</p> <p>Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 2 Make comparisons between objects relating to size Length.</p> <p>Recite numbers past 5. • Subitise (recognise quantities without counting) up to 5.</p> <p>Shape and pattern Notice patterns in the environment For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Notice and correct an error in repeating pattern 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</p>	<p>Focus on 6 and 7 as '5 and a bit'.</p> <p>Solve real world mathematical problems with numbers up to 5 and beyond.</p> <p>Composition</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to make unequal sets equal.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc</p> <p>Review - Subitise up to 5.</p> <p>Composition</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Composition Sorting numbers according to attributes - odd and even numbers Explore and represent patterns within numbers up to 10, including evens and odds</p> <p>Double facts</p>	<p>double facts</p> <p>Composition</p> <p>Composition of 10</p> <p>Comparison</p> <p>Comparison – linked to ordinality Play track games</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Review and assess</p> <p>Comparison</p> <p>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</p> <p>Review and assess</p> <p>Number Patterns</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,</p>
<p>UW:</p> <p>Past and Present</p>	<p>Identifying their family. Commenting on photos of their family; naming who</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos</p>	<p>Listening to stories and placing events in chronological order.</p>	<p>Trip to church (to link with seasons); discuss what we will see on our journey to</p>	<p>Use Handa's Surprise to explore a different country.</p>	<p>To understand where dinosaurs are now and begin to understand that</p>



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<p>People Culture & Communities</p> <p>The Natural World</p>	<p>they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their</p>	<p>of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need</p> <p>Diwali Hannukah Christmas</p>	<p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth –</p>	<p>they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Summer Solstice</p>



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	<p>experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p> <p>Palm Sunday Passover Easter Start of Ramadan</p>	<p>how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Eid Shavuot</p>	
R.E.	SACRE 2024 syllabus R Unit 1 How can people show they belong together?	SACRE 2024 syllabus R Unit 2 Who are the people in sacred (special) stories and why might they still be special today?	SACRE 2024 syllabus R Unit 3 How do people know how to treat each other?		
Expressive Arts and Design: Creating with materials	<p>Use and explore a wide range to tools, materials and techniques, experimenting with colour, design, texture, form and function.</p> <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p>	<p>Use and explore a wide range to tools, materials and techniques, experimenting with colour, design, texture, form and function.To build with purpose using as using a range of materials Know that different materials and tools can be used for different tasks</p>	<p>Use and explore a wide range to tools, materials and techniques, experimenting with colour, design, texture, form and function.Weaving with different fabrics under and over</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p>		



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Being Imaginative	<p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, record photos and child speak Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Use different textures and materials to make houses Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>			<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination</p>			<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with. Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>		
	Music	<p>Singing songs for purpose: Welcome service / Harvest Kapow – Exploring sound</p>	<p>Christmas songs Kapow – Celebration music</p>	<p>Kapow – Musical Movement</p>	<p>Kapow – Musical Stories</p>	<p>Kapow – Transport</p>	<p>Kapow – Big Band</p>		