
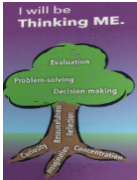





	AUTUMN		SPRING		SUMMER	
	To The Rescue Supertato	Traditional Tales BOOK STUDY Jack and the Beanstalk Cinderella The Little Red Riding Hood	Jurassic Giants The Girl and the Dinosaur Dear Dinosaur	Julia Donaldson AUTHOR STUDY The Stick Man The Gruffalo The Smartest Giant in Town	Sunny Southbourne Sally and the limpet	Oliver Jeffers AUTHOR STUDY Lost and Found How to catch a star The way back home
Core Value	Grace	Integrity	Aspiration	Grace	Integrity	Aspiration
Powerful Learning Attributes	Effective Communication Reflection	Creativity Decision Making	Problem solving Resilience	Collaboration Independence	Resilience Creativity	Decision making Collaboration
Seaside Curriculum	INSPIRATIONAL PEOPLE AND PLACES SPIRITUALITY Real life heroes Captain Scott	ENVIRONMENT	INSPIRATIONAL PEOPLE AND PLACES ENVIRONMENT Mary Anning and Jurassic Coast	INSPIRATIONAL PEOPLE AND PLACES ARTS Dance/illustrator examples	ENTERPRISE AND TECHNOLOGY Blue Bots map of local area direction to different locations ENVIRONMENT	ENTERPRISE AND TECHNOLOGY Innovate the story Lost and found and create a book on 2Simple SPORT AND WELLBEING Sports Week
Global Neighbours	Climate Justice How does the weather affect our lives? How can we persuade others to reduce global warming (Winston of Churchill)	Climate Change and Climate Justice What can we do to help hedgehogs? The Prickle Promise	Poverty and Inequality Do girls always have the same right to education and the same opportunities as boys? How can we make sure that we all have equality?		Naughty Nurdles	Diversity and Inclusion Similarities and Differences PSHE What qualities will a good friend have?
Brilliant Beginning	Letter from the Coastguards	Story bag with clues from well-known traditional tales	Create costal formations found along the Jurassic Coast out of a range of resources	Explore selection of Julia Donaldson books from school and home (Reading Café)	Google Earth exploring familiar places- e.g school, church, Tuckton Highstreet and children's homes.	Oliver Jeffers Artwork
Fantastic Finale	Superhero dressing up/talent show/Superhero vehicle share	Book Look- Invite year group	Mary Anning visit to the classroom	Moors Valley	Historical highstreet	Book Look
Visitors and visits	Real life superheroes Fireman, Nurse, lifeguard	Storyteller	Dinosaur dome	Moors Valley Gruffalo Trail	Beach School and Walk around local area (to Tuckton)	Library
Key texts	Supertato by Sue Hendra	TRADITIONAL TALES Cinderella The Little Red Riding Hood Jack and the Beanstalk	The Girl and the dinosaur By Hollie Hughes Dear Dinosaurs By Ian Whybrow	JULIA DONALDSON The Gruffalo Stick Man The Smartest Giant in Town Poems to Perform	Sally and the Limpet By Simon James	OLIVER JEFFERS How to catch a star Lost and Found
English	Reading Word reading and classification <ul style="list-style-type: none"> Recognise and read an increasing number of familiar sounds. Blend familiar phonemes and graphemes in order to read independently. Use their knowledge of familiar sounds to decode and segment polysyllabic words. Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, whole class reading and 1:1 reading at home. With a finger, track sentences when reading 1:1, small group and whole-class sessions. 			Inference and comprehension <ul style="list-style-type: none"> Link what they read or hear to their own experiences. Become confident with traditional tales and fairy stories and identify their characteristics. Recognise and join in with predictable phrases. Learn some rhymes and poems by heart. Discuss titles and covers. Make predictions based on key aspects within the text. Make inferences based on what they have read and make inferences from what has been read to them: 		

	<ul style="list-style-type: none"> Be encouraged to read aloud during 1:1, guided and whole-class reading sessions. When asked, locate familiar word types (adjective, noun and verb) and explain how they know which word type it is. When asked, locate words that contain previously taught graphemes, suffixes or subject related content. When asked, locate age related punctuation: question and exclamation marks. 		<p>For Example: <i>Why did the animals write a letter to the Giant? They gave the Giant a crown. Why was this a good choice for a present?</i></p> <ul style="list-style-type: none"> Participate in discussions about characters, plot, narrative and genre and share their personal opinion about a text. Recognise the common features of a non-fiction text and identify when a text is fictional or not by labelling common features of either genre. I.e. <i>"Fiction has made up characters but nonfiction is about real things"</i>. 			
	Composition <ul style="list-style-type: none"> Completes sentences orally before writing Sequences sentences to form short narratives Write a full narrative from a story map Re-reads their writing to check it makes sense 	Sentence structure <ul style="list-style-type: none"> SVO Clause – conjunction – clause structure Questions Exclamations 	Words/Vocabulary <ul style="list-style-type: none"> phoneme grapheme digraph trigraph rhyme sound blend segment sentence word read punctuation 	<ul style="list-style-type: none"> question mark exclamation mark plural genre character author poem script cover adventure story poem blurb feeling 	Punctuation <ul style="list-style-type: none"> Capital letter Full stop Question mark Exclamation mark Capital for pronoun I 	
	Writing <ul style="list-style-type: none"> Talk for Writing: <i>Beginning, Middle and End of Supertato</i> Word building using phonics, focussing on letter formation Letter to super heroes and Coastguard 	<ul style="list-style-type: none"> Talk for Writing: <i>Edit and Innovate</i> Traditional Tales Letter Writing Sequence events 	<ul style="list-style-type: none"> Poetry Recounts Letter Writing to a dinosaur Talk for Writing 	<ul style="list-style-type: none"> Talk for Writing: Julia Donaldson stories: edit, innovate and publish. 	<ul style="list-style-type: none"> Talk for Writing: Sally and the Limpet: edit, innovate and publish 	<ul style="list-style-type: none"> Talk for Writing: Oliver Jeffers stories edit, innovate and publish
	Spelling <ul style="list-style-type: none"> Recap Letters and Sounds phase 3, 4 Teach Letters and Sounds phase 5 Suffixes – ed and ing Prefix – un Plural rules for s and es 		Tricky Words <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	Handwriting <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 		
Maths	Number: Place Value (0-15) Counting forwards and backwards One more/one less Equal, most, least	Number: Addition and subtraction Number bonds and related subtraction facts within 10 Read write and interpret number sentences One step problems (+ and -) Geometry and shape: 2D and 3D shapes Recognise and name common 2D and 3D shapes	Number: place value (0-20) Counting forwards and backwards from any given number Count, read and write numbers to 20 in numerals and words Identify and represent numbers using resources and pictorial representations More/less/equal to Number: Addition and subtraction Number bonds and related subtraction facts to 20 Read, write and interpret number sentences using numbers to 20 (+ and -) Add and subtract one and two digit numbers Solve one step problems – concrete, pictorial, abstract	Number: Place value to 50 Count forwards and backwards from any given number One more/one less Identify and represent numbers (concrete, pictorial, abstract) More/less/equal Count in 2s, 5s and 10s Measurement: length and height Measure and begin to record length and height Compare, describe and solve problems using length and height Longer, shorter, equal Measurement: weight and volume Measure and begin to record mass/weight, capacity and volume Compare, describe and solve problems using mass/weight Heavier, lighter, equal	Number: Multiplication and division Count in multiples of 2, 5 and 10 Solve one step problems using multiplication and division Use concrete, pictorial and abstract Use arrays with support Number: Fractions Recognise, find and name a half of an object, shape or quantity Recognise, find and name a quarter of an object, shape or quantity Compare, describe and solve problems using length and height (double/half) Compare, describe and solve problems using mass and weight (double/half) Geometry: position and direction Describe position, direction and movement including whole, half, quarter and three quarter turns	Number: Place value (0-100) Count forwards and backwards to and across 100 Count, read and write numbers to 100 One more/one less Identify and represent numbers using concrete, pictorial abstract Use the number line Use language of more, less, equal Measurement: Money Recognise and know the value of coins and notes Measurement: Time Sequence events in order using specific language Recognise and use language relating to dates Tell the time: o'clock and half past Compare, describe and solve problems Measure and begin to record time
RE	<u>Enquiry question: How important is Shabbat to Jewish children?</u> Knowledge:	<u>Enquiry question: Why does Christmas matter to Christians?</u> Knowledge:	<u>Enquiry question: What is the good news Jesus brings?</u> Knowledge:	<u>Enquiry question: Why does Easter matter to Christians?</u> Knowledge:	<u>Enquiry question: What do Christians believe God is like?</u> Knowledge:	<u>Enquiry question: How important are Rosh Hashanah and Yom Kippur to Jewish children?</u> Knowledge:

	<p>The Sabbath (Shabbat) day focuses on family time, the Shabbat meal and the Synagogue. Shabbat is a special day of rest and Jewish people are not allowed to do any work. At Shabbat, Jewish people share a meal together and all sit round the table. At the Shabbat meal, the mother lights a candle and says a special prayer. At the Shabbat meal, Jewish families share Challah bread to help them remember that God provides food. On Shabbat, Jewish people thank God for creating the world and for all the good things they have, such as food and family.</p> <p>Skills: Talk about special days and special meals. Use the correct names for things that are special to Jewish people during Shabbat and explain why. Make a connection between being Jewish and decisions about behaviour.</p>	<p>Christians celebrate Jesus' birth Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Advent for Christians is a time of getting ready for Jesus' coming. The Bible points out that his birth showed that he was extraordinary.</p> <p>Skills: Give a clear, simple account of Jesus' birth and why Jesus is important to Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p>Christians believe Jesus brings good news for all people (for Christians, this good news includes being loved by God and being forgiven for bad things). Christians believe Jesus is a friend all (including the poor and friendless). Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Skills: Tell stories from the Bible and link with the concept of good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Understand what the Bible says about forgiveness. Give examples of ways in which Christians follow the teachings of forgiveness and peace in the Bible. Give examples of how Christians put their beliefs into practice in the church community and their own lives. Think, talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn, exploring different ideas.</p>	<p>Easter is important in the big story of the Bible. Christians believe Jesus rose again, giving people hope of a new life. The Bible says that Jesus rode into Jerusalem on a donkey on Palm Sunday, Jesus died on the cross on Good Friday and Jesus rose again on Easter Sunday.</p> <p>Skills: Recognise that incarnation and salvation are part of the big story of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with salvation. Recognise that Jesus gives instructions about how to behave. Explore emotions in relation to the story of Easter. Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Ask questions about the Easter story. Think about whether the Easter story has anything to say about hope and/or heaven.</p>	<p>Christians believe in God, and they find out about him in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Christians worship God and try to live in ways that please him.</p> <p>Skills: Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise the link with the concept of God as a forgiving father (give simple accounts of what this story means to Christians) Reflect on what can be learnt from the story of the lost son. Give clear, simple accounts of Give examples of ways in which Christians show their belief in God as loving and forgiving. Tell the key points from the story of Jonah in the Bible and recognise a link with the concept of God. Give an example of a way in which Christians could use the story of Jonah to guide their beliefs about God, e.g. seeing God as Lord. Give clear, simple accounts of what these texts (The Lost Son and the story of Jonah) mean to Christians. Give examples of how Christians put their beliefs into practice in worship.</p>	<p>Knowledge: Rosh Hashanah and Yom Kippur are Jewish celebration. Forgiveness means letting go of something and moving on. At the beginning of Rosh Hashanah, Jewish Rabbis blow the shofar to mark the start of 10 days of saying sorry for things they want forgiveness for over the past year. During Rosh Hashanah, Jewish families have a special meal. During Rosh Hashanah, Jewish people make plans for things they want to achieve over the coming year. The 10 day period is between Rosh Hashanah and Yom Kippur. Yom Kippur is a time of reflection. Some Jews wear white and fast during this time.</p> <p>Skills: Reflect on what Rosh Hashanah and Yom Kippur mean to us. Discuss what Jewish people in the synagogue at Rosh Hashanah and Yom Kippur might be thinking. Order pictures and explain what might be important to Jewish children at Rosh Hashanah and Yom Kippur.</p> <p><i>Inspirational people to explore: Rabbi Israel Salanter</i></p>
PSHE	<p>Me and My Relationships We learn to understand our emotions and keep healthy. We begin to learn that their behaviour can affect other people.</p> <ul style="list-style-type: none"> That they can contribute to their classroom rules and they keep us safe. They need to listen effectively to be able to resolve problems. Antibullying link. Emotions can give them a physical reaction. That they can identify feelings bad/good and 	<p>Valuing Difference We learn how our feelings can affect others, how to emphasise with different people and how to be a good friend.</p> <ul style="list-style-type: none"> There are similarities and differences in people. That there is a difference between unkindness, teasing and bullying. Antibullying link. School rules help them to stay safe. They can say what is fair or unfair to themselves and others. There are qualities that makes a person special. 	<p>Keeping Safe We learn about how to keep our bodies safe and who can help us to keep safe.</p> <ul style="list-style-type: none"> That sleep is important to maintain a healthy lifestyle. Science link There are people to help them if they feel unsafe. That there is a difference between a good and bad touch. That we don't share personal information online. Computing Link Medicines need to be used responsibly to make people better. 	<p>Rights and Respect We learn what it means to be a part of a community, how they can help to take care of people and the environment and the role money has.</p> <ul style="list-style-type: none"> They can identify feelings and how they can affect our behaviour and others. They can identify who looks after the school environment. They can look after themselves and others. The role of money in their house and the world. 	<p>Being My Best We learn how to keep our bodies healthy with food, sleep and exercise.</p> <ul style="list-style-type: none"> Eating 5 a day can help to maintain a healthy lifestyle. Science link They can make the right food choices to keep healthy. Science and DT link They can be informed and follow a personal hygiene routine. Science link They can help to prevent the spread of disease. They can learn new skills by having the opportunity to fail and practise. 	<p>Growing and Changing We learn what is a healthy relationship and how to resolve conflict by listening and telling a trusted adult.</p> <ul style="list-style-type: none"> They keep their body healthy with food, water, exercise and sleep. Science link They have changed as they have grown up in ability and looks. A baby needs looking after and

	<p>how they make us behave.</p> <ul style="list-style-type: none"> • That bodies get hurt and there are different things we can do to make them better. • What a good friend is and how to make up. 		<ul style="list-style-type: none"> • There is a range of feeling associated with loss. 	<ul style="list-style-type: none"> • That they can save money and look after it. • RED CROSS (stay safe lesson 1) - Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; and Be able to help someone without risk to themselves. 	<ul style="list-style-type: none"> • Positive feedback makes you feel better. Antibullying link. • The body part names and their functions. Science link 	<p>has needs. Science link</p> <ul style="list-style-type: none"> • They can tell someone if they witness or experience bullying. Antibullying link. • There is a difference between a surprise and a secret and who to tell if they feel uncomfortable. • There are parts of their body that are private, how they remain private and who they can talk to about them. NSPCC - PANTS Science link
Trickbox	Mirror Mirror, Big Voice	Stand Tall	Breathing Colour & Sunny Side	Floating Cloud	Win Win, Light Bulb	Free Flow
	Social me: Gratitude		Thinking me: Imagination		Healthy me: Self – Belief	
My Personal Best	<p>Outdoor games: Fundamental skills</p> <ul style="list-style-type: none"> • Begin to move fluently, changing direction and speed easily and avoiding collisions • Know the fundamental movement skills <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Manage space safely • Perform warm up and cool down and begin to understand the importance • Begin to perform the 5 basic shapes • Demonstrate awareness and manage the space safely 	<p>Outdoor games: Invasion games- Fundamental skills- Football, Netball, Basketball</p> <ul style="list-style-type: none"> • Begin to follow some simple rules of games • Begin to understand and know how to apply skills in simple games <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Manage the space safely, showing good Manage the space safely • Perform basic shapes • Begin to use basic gymnastics vocabulary • Introduce balancing 	<p>Outdoor games: Athletics- Fundamentals</p> <ul style="list-style-type: none"> • Learn how to move at different speed for varied distances • Develop a foundation for balance and stability • Develop agility and co-ordination • Develop throwing with accuracy and for distance <p>Indoor: Dance</p> <p>Theme: Professional Dance Work ‘Supercalifragilisticexpialidocious’ by Matthew Bourne developing skills in the three strands of dance: creating, performing and appreciating.</p>	<p>Outdoor games: Net/Wall: Fundamental Skills - Tennis</p> <ul style="list-style-type: none"> • Follow the rules of simple games • Apply the fundamental movement skills • Use skills in different ways in simple games • Begin to track the ball- co-ordination • Develop control when hitting a ball • Develop playing over a net <p>Indoor: Dance</p> <p>Theme: Narrative Dance ‘The Gruffalo’ developing skills in the three strands of dance: creating, performing and appreciating.</p>	<p>Outdoor games: Fundamentals Striking and fielding- Rounders</p> <ul style="list-style-type: none"> • Develop throwing under and over arm • Develop rolling and catching a ball- tracking • Understand roles and positions <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Perform movement phrases with control and accuracy • Use and apply the correct basic gymnastics vocabulary • Link balances with travelling • Begin to create simple sequences, shape, balance, travel 	<p>Outdoor games: Fundamentals Striking and fielding- cricket</p> <ul style="list-style-type: none"> • Roll and track a ball with accuracy • Develop striking a ball with equipment • Begin to understand how to score points <p>Sports Day and National Schools Sports Week</p> <p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> • Manage the space safely, showing good awareness of each other, mats and apparatus • Perform basic shapes • Show a variety of ways of travelling
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						<ul style="list-style-type: none"> • Perform movement phrases with control and accuracy • Use and apply the correct basic gymnastics vocabulary
Science	Seasonal Changes <ul style="list-style-type: none"> • Weather diary – observe and describe weather. Everyday materials <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made; • identify and name a variety of materials; • describe the simple physical properties of a variety of everyday materials; • compare and group together a variety of everyday materials on the basis of their simple physical properties. Humans <ul style="list-style-type: none"> • Identify, name, draw and label body parts; • Naming and exploring senses. 	Seasonal Changes <ul style="list-style-type: none"> • Naming and describing the seasons and related weather including how day length varies • Seasonal changes – Autumn to Winter Plants <ul style="list-style-type: none"> • Identify and name a variety of plants and trees (deciduous and evergreen) using microscopes • Adopt a tree 	Seasonal Changes <ul style="list-style-type: none"> • Weather diary – observe and describe weather. Animals <ul style="list-style-type: none"> • Identify, name, describe, compare, classify and group animals; • Identify and name a variety of animals that are omnivore, herbivore and carnivore; • describe and compare the structure of a variety of common animals; 	Seasonal Changes <ul style="list-style-type: none"> • Observe seasonal changes: Winter to Spring including weather and how day length varies. Plants <ul style="list-style-type: none"> Record observations of adopted trees (deciduous and evergreen). 	Plants <ul style="list-style-type: none"> • Name basic parts of a plant and describe their basic structure; • Observe an experiment to understand how a plant absorbs water through its parts. Food colouring and white roses. • Use microscopes. • Design and create a group garden using their knowledge of a variety of plants 	Seasonal changes <ul style="list-style-type: none"> • Weather diary – observe and describe weather; • Observe seasonal changes: Spring to Summer.
Computing (E-Safety week)	Computer Science All about Algorithms (The first steps of coding) <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs 		Digital Literacy Dinosaurs Dinosaur PowerPoint <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		2Simple Create a book <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	
History			Significant historical events, people and places in their own locality <i>Who was Mary Anning? Why is she important?</i> <ul style="list-style-type: none"> • Mary Anning • Importance • Role of Women • Seaside through time • Lyme Regis • Remembrance 		Changes within living memory - History of our High Street <i>How has our High Street (Tuckton) changed since the 1950s?</i> <ul style="list-style-type: none"> • Tuckton through time • Visit to Tuckton • Shopping • Food packaging and storage • Payment 	

<p>Geography</p>	<p>How does the weather affect our lives?</p> <p>Locational and place knowledge</p> <ul style="list-style-type: none"> • Introduce the world's 7 continents and 5 oceans • Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds 	<p>What is the Jurassic Coast?</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> •Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> •Use aerial photographs to recognise landmarks and basic human and physical features; 	<p>What is the Geography of where I live?</p> <p>Locational and place knowledge</p> <ul style="list-style-type: none"> •Name and locate of the four countries and capital cities of the UK and its surrounding seas. <p>Human and physical geography</p> <ul style="list-style-type: none"> •Use basic geographical vocabulary to refer to human and physical features <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> •Use world maps, atlases and globes to identify the UK and its countries <p>Use simple fieldwork and observational skills to study</p>			
<p>DT</p>	<p>Mechanics (Autumn 1)</p> <p>Design, make and evaluate an emergency Superhero vehicle (with wheels and axles) for Y1 children to use during their Fantastic Finale.</p>	<p>Textiles (Spring 2)</p> <p>Design, make and evaluate a finger puppet based on a Julia Donaldson book for Y1 children to use during storytelling.</p>	<p>Cooking and Nutrition (Summer 2)</p> <p>Design, make and evaluate a fruit smoothie for Y1 children to drink at a class picnic.</p>			
<p>Art & design</p>	<p>Skill-drawing</p> <ul style="list-style-type: none"> • To develop a wide range of techniques in using line, pattern and shape. Name, match and draw lines/marks from observations (bold, thin, wavy, straight, broken, zig-zag etc) <p>Skill panting</p> <ul style="list-style-type: none"> • Identify primary and secondary colours by name • Use paint to create a colour wheel with primary and secondary colours • Mix primary shades and tones • Separate warm tones and cool tones and verbalise words to each tone. • Sort landscape photographs into warm/cool tones • Experiment with colour mixing to match tones found in landscapes • Colour match from pictures using paint. <p>Expression-painting</p> <ul style="list-style-type: none"> • Use 'The Dot' by Peter Reynolds as inspiration for mark making. Think of different art materials that can be used to make a dot. How are they similar? How are they different? How many ways can you make a dot? 			<p>Skill-drawing</p> <ul style="list-style-type: none"> • Go on a Spring walk-Explore and compare texture by describing, naming, rubbing, copying what can be seen. Eg Use chalk on the ground to draw and describe shapes. Use crayon/coloured pencil to rub leaves/bark. <p>Art History-Goldsworthy</p> <ul style="list-style-type: none"> • Explore and imitate the work of Andy Goldsworthy ('The 'Leaf Sculpture') What do the children notice? Discuss the idea of temporary art. • Discuss and use coloured pencils to explore and match colour schemes in a variety of Andy Goldsworthy sculptures. <p>Expression-Sculpture</p> <ul style="list-style-type: none"> • Use found objects from nature (leaves, stones etc) to create pattern and simple shape forming nature sculptures outside inspired by Andy Goldsworthy 	<p>Skill-drawing</p> <ul style="list-style-type: none"> • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, different grades of pencil. <p>Art History-Monet</p> <ul style="list-style-type: none"> • Discuss and identify colours, textures and patterns you can see in 'The Waterlily Pond Green Harmony' by Claude Monet. • Study a section of the water. What material did the artist use? What colours can you see? • Experiment with oil pastels and paints to colour match the painting • Explore the use of different brushstrokes and mark making to create horizontal marks with short, sharp movements • Create an artist study with paint or oil pastels from a small section of the painting. • Describe differences and similarities between painting and using oil pastels <p>Expression-painting</p> <ul style="list-style-type: none"> • Explore brushstrokes, colour and mark making to create a piece from oil pastels or paint that describes the River Stour in Tuckton inspired by Monet. 	

<p>Music</p>	<p>Voices Foundation focus; Unit 1-8 pitch/rhythm/dynamics</p> <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Christmas presenttions</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Dinosaur Project – focussing on Pulse and Rhythm introducing taa and te-te and using instruments</p> <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes · play tuned and untuned instruments musically 	<p>Exploring instruments through stories of The Gruffalo and other Julia Donaldson</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically · experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Voices Foundation focus; Unit 9 –16 phrases, instruments, tempo and rhythmic notation</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes · play tuned and untuned instruments musically · experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Charanga Unit</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and • Rhymes · play tuned and untuned instruments • Musically · listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
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