



### FOUNDATION STAGE – CURRICULUM MAP

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer - Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>Curriculum Enrichment</b>		Health & Safety Fortnight	Discovery Week	Arts Week		World Weeks Sports Day
<b>Enrichment Experiences</b>	Harvest Festival	Christmas Performances		Communication Week World Book Week	May Day	
<b>Fundraising</b>		Children in Need		Sports Relief/ Comic Relief		
<b>Statutory Assessment</b>	Baseline					EYFS Profile
<b>Internal Assessment</b>	Assessment Point 1	Assessment Point 2	Assessment Point 3	Assessment Point 4	Assessment Point 5	Assessment Point 6
<b>Parent Partnership</b>	Harvest Festival Parents' Evening	Christmas Performances	Parents' Evening			Sports Day Open Evening Annual Report
<b>SEALs</b>	New Beginnings	Getting On & Falling Out	Going for Goals	Good to be Me	Relationships	Changes
<b>Core Texts</b>	<ul style="list-style-type: none"> <li>•The Dragon Who Went To School – Carly Hart (New Beginnings)</li> <li>•Elmer – David McKee (Belonging)</li> <li>•Flight School –Lita Judge (Perseverance)</li> <li>•Tilda Tries Again- Tom Percival (Perseverance)</li> <li>•Magical Yet- Angela DiTerlizzi(Perseverance)</li> <li>•How The Crayons Saved The Rainbow- Monica Sweeny (Collaboration)</li> <li>•Dogger – Shirley Hughes (Good Manners)</li> <li>•Baby Elephant- Susan Hellard (Respect)</li> <li>•Only One You- Linda Kranz (Independence)</li> </ul>	<ul style="list-style-type: none"> <li>•Beware Of The Bears – Alan McDonald</li> <li>•Oliver's Vegetables – Vivian French</li> <li>•<b>The Colour Monster – Anna Lenas</b></li> <li>•The Day The Crayons Quit - Drew Daywalt</li> <li>•Little Glow - Katie Sahota</li> <li>•Dear Santa- Rod Campbell</li> </ul>	<ul style="list-style-type: none"> <li>•<b>The Dinosaur- Anna Milbourne</b></li> <li>•<b>Whatever Next – Jill Murphy</b></li> <li>•Here Come The Aliens - Colin McNaughton</li> <li>•Here We Are- Oliver Jeffers</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Walking through The Jungle- Julie Lacome</b></li> <li>•Dear Zoo- Rod Campbell</li> <li>•Neon Leon – Jane E. Clarke</li> <li>•Monkey Puzzle – Julia Donaldson</li> <li>•We Are Going On An Egg Hunt – Laura Hughes</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiny Seed – Eric Carle</li> <li>•Rosie's Walk – Pat Hutchins</li> <li>•<b>The Bug Collector – Alex G Griffiths</b></li> <li>•Mad About Minibeasts – Giles Andreae</li> <li>•The Very Hungry Caterpillar – Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>•<b>The Gingerbread Man – Traditional Tale</b></li> <li>•Katie In London- James Mayhew</li> <li>•The Queens Knickers – Nicholas Allan</li> <li>•The Kings Pants- Nicholas Allan</li> <li>•<b>Someone Swallowed Stanley – Sarah Roberts</b></li> <li>•Don't Throw That away – Betsy Snyder</li> <li>•10 Things I Can Do To Help My World - Melanie Walsh</li> <li>•The Dragon who Went To School – Carly Hart / The Cautious Caterpillar – Twinkl</li> </ul>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer - Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>Communication and Language</b>	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories.	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories
<b>Talk For Writing Stories</b>	Brown Bear Little Red Hen	Oliver's Vegetables	Whatever Next	Walking Through The Jungle Dear Dinosaur Zoo	The Hungry Caterpillar Rosie's Walk	Recap all T4W
<b>Traditional Tales</b>	The Three Pigs Hansel and Gretel Three Wishes Little Red Hen	Goldilocks and The Three Bears The Enormous Turnip Little Red Riding Hood Little Red Hen Rapunzel	The Elves and The Shoemaker	The Ugly Duckling	The Princess and The Frog The Enormous Turnip The Princess and The Pea Jack and The Beanstalk	The Gingerbread Man The Three Little Pigs Rumpelstiltskin Sleeping Beauty
<b>Nursery Rhymes</b>	I'm A Little Teapot Polly Put The Kettle On Heads Shoulders Knees and Toes Neli The Elephant The Bear Went Over The Mountain 1,2,3,4,5 Once I Caught A Fish Alive	Wee Willie Winkie I Can Sing A Rainbow	Twinkle Twinkle Little Star Five Little Men in a Flying Saucer	We're Going To The Zoo 5 Little Ducks Baa Baa Black Sheep The Animals Went In Two By Two Old MacDonald Had A Farm 10 Little Monkeys Humpty Dumpty Sat On The Wall Hot Cross Buns	The Ants Went Marching Two By Two Incy Wincy Spider There's A Tiny Caterpillar On A Leaf Ring a Ring of Roses Little Miss Muffet Jack and Jill Went Up The Hill	The Wheels On The Bus Row Row Row Your Boat London Bridge Is Falling Down The Grand Old Duke Of York
<b>Songs</b>	Grandma Grandma Dem Bones Harvest Songs: Big Red Combine Harvester	When Goldilocks Went To The House Of The Bears Pete The Cat I Love My White Shoes	I Am A Palaeontologist We're Going On A Rocket Ship	Baby Animals The Lizard Song I Have A Pet	Icky Icky Insects English Country Garden	What A Wonderful World Songs From Around The World

	Twitwoo Under The Harvest Moon	Father Christmas He Got Stuck Rudolf The Red Nose Reindeer Nativity Songs	He's Got The Whole World In His Hands	Penguin Dance  Down In The Jungle	There's A Tiny Caterpillar On A Leaf	Barbecue Blues
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer - Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>Poetry Basket</b>	Chop Chop! Cup of Tea Leaves Are Falling	Pointy Hat Popcorn Sliced Bread	I Want To Be A Dinosaur I'm A TRex Triceratops Diplodocus Climb Aboard The Spaceship Pancakes	Wise Old Owl The Fox Monkey Babies	A Little Seed Five Little Peas I Have A Little Frog Under A Stone  Creepy Crawly Bugs Caterpillar The Spider Bees	A Little Shell A Grain of Sand Seashells The Tide
<b>Performances and Show and Tell</b>	Harvest	Nativity	Performance Poetry Show and Tell – Dinosaurs	Show and Tell – children's choice		End of EYFS Celebration Assembly to parents
<b>Phonics</b>	Firm Foundations Basics 2	Basics 2	Basics 3	Basics 3	Basics 3 Letter names	Polysyllabic Words Basics 4
<b>Handwriting</b>	Handwriting patterns  Squiggle While You Wiggle Movements  Writing names	Introduction Of Handwriting families: Len, Cal, Ron and Ziggy	Len's Ladder Letters – formation and sitting on the line Curly Cal's Letters – formation and sitting on the line Ziggy Zig Zag Letters – formation and sitting on the line  Capital Letters		Len's Ladder Letters – tall letters to the top Curly Cal's Letters – tall letters to the top Ziggy Zig Zag Letters –tall letters to the top  Capital Letters	
<b>Writing</b>	Emergent writing Squiggle patterns Handwriting patterns Writing names	Writing CVC words, phrases, captions and simple sentences.	Information Writing Recounts	Information Writing Recounts Instructions Character descriptions	Information Writing Recounts Instructions Character descriptions Tales Toolkit Stories	Information Writing Recounts Instructions Character descriptions Tales Toolkit Stories

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer - Amazing Animals	Nature Detectives	Why is Our World Wonderful?
<b>Number</b>	Number Sense Subitising to 5 unfinished groups Comparing sets Counting accurately to 5	Number Sense Subitising to 5 Part whole 5 frames – finished and unfinished Counting accurately to 10	Number Sense Subitising to 6 and beyond Composition to 5 Equal groups Comparing amounts	Finding different ways that numbers can be made up to 5 and applies to 10 Linking subtraction facts to composition to 10	Deep understanding of numbers to 10 Composition to 10 Recalls some double facts to 10	Number bonds to 5 (including subtraction facts) Number bonds to 10 Double facts
<b>Numerical Patterns</b>	Less than, more than, same Reciting numerals in a sequence Recognising numerals to 10 Ordering numerals to 10  Identifying when sets have the same, less than or more than		Counting beyond 10  Recognising and understand the pattern of the counting system to help to count beyond 10.  Matching numerals to amount - 10		Counting beyond 20, recognising the pattern of the counting system.  Comparing quantities to 10 in different contexts, greater than, less than, the same.  Exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
<b>Shape Space Measure Sorting</b>	Sorting Progression: 1.Exact matching 2.Sorting by a single attribute 3.Binary sort (red/not red) 4.Multiple set sort (sort by colour and then sort by size) 5.Compare sets- Which has more?  To know that: <ul style="list-style-type: none"> <li>• Attributes can be used to sort collections into sets</li> <li>• The same collection can be sorted in different ways</li> <li>• Sets can be compared and ordered.</li> </ul>					
<b>Shape Space Measure Shape</b>	Exploring 2D and 3D shape properties. Talking about the properties. Selecting shapes appropriately, and for a purpose. Combining shapes to make new ones..		Describing properties of shape using comparisons. Using some shape names appropriately.		Developing awareness of relationships between shapes. Spotting shapes within shapes Using mathematical language to compare and talk about shape	
<b>Length</b>	Using the vocabulary: tall and small, long and short		Recognising specific attributes of length		Recognising the relationship between the size and numbers of units	

	Comparing sizes using gesture and language – taller/smaller longer/shorter		Finding objects longer than and shorter than...		Beginning to use units of measure – measure and compare	
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer - Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>Weight</b>	Using the vocabulary: heavy and light Comparing weights using gesture and language – heavier/ lighter – balance scales		Finding something that is heavier, lighter than a reference item. Investigating problems - are large light things/ small heavy things?		Recognising the relationship between the size and numbers of units Beginning to use units of measure – measure and compare	
<b>Capacity</b>	Using the vocabulary: full and empty / half full/ half empty/ nearly full/ nearly empty/ almost/ nearly/ overflowing/ most/ least		Finding an appropriate container for a specific item...		Recognising the relationship between the size and numbers of units Beginning to use units of measure – to measure and compare	
<b>Position</b>	Understanding position through words alone – for example, “The bag is under the table,” – When directed, placing independently an objects under, on top, next to, above and in/out		Describing the location of something using positional language		Describing the location of something using positional language	
<b>Time</b>	<p>Ordering and organising lives: Adult modelling language for sequence of events – first, then, next, after that, finally. Beginning to describe a sequence of events, real or fictional, using words such as ‘first, ‘then, next, after that, finally.’</p> <p>Talking specifically about when something has happened or will happen: before/ after/yesterday/ tomorrow/ after lunch/ after school/ at the weekend/ school holidays/days of the week/ months/ seasons</p> <p>Experience specific time durations and intervals: Learning how long an event takes, how long until, how long ago Talking about examples of specific times throughout the day, experiences connected to language and images, talking with children and drawing their attention naturally and meaningfully to times of the day: 9 o’clock – start phonics, 12 o’clock lunchtime, 3 o’clock nearly time to go home</p>					
<b>Pattern</b>	Copying, extending and creating ABAB patterns Noticing and correcting an error in a repeating pattern. Continuing, extending and creating AAB, ABB, AAB, ABC, ABB, ABBC, AABB patterns. Extending and creating patterns with different attributes: colour, shape, size and modes; sounds and actions. Spotting errors		Describing the pattern, identify the rule and creating the same pattern rule with different objects  Making a pattern which repeats around a circle.  Making a pattern around a border with a fixed number of spaces.		Being a pattern expert – looking for opportunities to identify the unit of repeat and explain how it repeats.	

<b>Route</b>	Directing to various places throughout the school.
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer -Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<p><b>UW</b> <b>The Natural World</b></p> <p>Continuous learning and experiences:</p> <ul style="list-style-type: none"> <li>• Seasonal Change and Weather</li> <li>• Planting</li> <li>• Recycling</li> </ul>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>• Identifying some parts of the body.</li> <li>• Understanding the need for healthy food and the need for variety in diets.</li> <li>• Knowing the effects exercise has on bodies.</li> <li>• Having some understanding of growth and change</li> <li>• Knowing there are different senses</li> <li>• Knowing that humans change from babies</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Knowing that some devices use batteries.</li> <li>• Knowing that some devices use mains electricity</li> <li>• Understanding that objects need electricity to work.</li> <li>• Understanding that a switch will turn something on or off</li> </ul> <p><b>Forces Pre-learning</b></p> <ul style="list-style-type: none"> <li>• Knowing about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talking about the features in the immediate environment and how environments might vary from one another.</li> <li>• Exploring magnets. Knowing that magnets pull together when they attract and push apart when they repel</li> </ul> <p><b>The Natural Environment (FS Garden)</b></p> <ul style="list-style-type: none"> <li>• Making observations of animals and plants in the FS Garden,</li> </ul>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of change.</li> <li>• Observing and explain why certain things may occur (e.g. leaves falling off trees, weather changes).</li> <li>• Looking closely at similarities, differences, patterns and change</li> <li>• Commenting and questioning about the environment and the natural world.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Having some knowledge of where light comes from.</li> <li>• Having some understanding of reflection.</li> <li>• Understanding light is needed to be able to see things.</li> <li>• Developing understanding of day and night and dark and light</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Talking about why things happen and how things work and that materials can change – Baking Bread</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Talking about why things happen and how things work – melting ice</li> <li>• Discussing observations such as natural and found objects.</li> <li>• Manipulating materials to achieve a planned effect - salt dough fossils</li> <li>• Investigating materials</li> </ul> <p><b>Forces</b></p> <p>Knowing that some materials can change shape</p> <p>Knowing that objects can be pulled, pushed, can bend and twist</p> <p><b>Light</b></p> <p>Knowing the sun, stars, lightning, fire, torches and light bulbs give light (are sources of light)</p> <p>Knowing that some sources are bright and some sources are dim</p> <p>Knowing that shadows can</p>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Showing care and concern for living things</li> <li>• Developing understanding of growth and change</li> <li>• Knowing the names of animals in the local environment</li> <li>• Knowing some environments that are different to the one in which we live (live in the jungle, rainforest, desert, North Pole, South Pole, sea, ocean, polar regions)</li> <li>• Knowing the names of animals that live in different environments</li> <li>• Knowing some similarities and differences in animals and their environments</li> <li>• Discovering animal babies in the environment – ducks - ducklings, swans – cygnets and within experiences – farm animals</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Knowing that shadows appear when it is sunny.</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of change.</li> <li>• Observing and explain why certain things may occur</li> <li>• Looking closely at similarities, differences, patterns and change</li> <li>• Identifying hibernating animals</li> </ul> <p><b>Materials</b></p>	<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• Knowing the names of minibeasts - caterpillar, honeybee, ladybird, worm, spider, snails, slugs, beetles and woodlice in the environment and where they are found.</li> <li>• Knowing not to damage the living things in the natural environment.</li> <li>• Knowing that some environments are different to where we live</li> <li>• Developing understanding of growth and change</li> <li>• Observing minibeasts Life Cycles: Caterpillars and butterflies, Honeybees, , Ladybirds</li> </ul> <p>Creating a Bug Hotel:</p> <ul style="list-style-type: none"> <li>• Commenting and questions about the natural world</li> <li>• Showing care and concern for living things and the environment.</li> <li>• Discussing observations</li> <li>• Noticing features of objects in the environment.</li> <li>• Commenting and asking questions</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Making observations of plants, flowers and trees</li> <li>• Knowing some names of plants, trees and flowers in FS garden</li> <li>• Naming and describing different parts of plants, trees</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Knowing that there are many materials</li> <li>• Knowing that objects are made from materials and different, and everyday objects can be made from the same materials</li> <li>• Knowing that some materials are recyclable</li> <li>• Knowing that materials can change</li> <li>• Knowing that some materials float and that some materials sink.</li> <li>• Knowing that you can make changes to objects to make them float or sink</li> <li>• Knowing that objects move in water and liquids</li> <li>• Knowing that objects fall differently with and without a parachute</li> </ul>

	<p>explaining why some things occur, and talk about changes.</p> <p><b>Materials (Homecorner)</b></p> <ul style="list-style-type: none"> <li>• Knowing that objects are made from materials and different, and everyday objects can be made from the same materials</li> <li>• Knowing that some materials are recyclable</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Knowing how to change a sound by hitting gently or hard.</li> <li>• Knowing that sound travels from one place to another.</li> <li>• Knowing that closer sounds are louder and far away sounds are quieter</li> </ul>		<p>change throughout the day</p> <p>Knowing that people and objects can make a shadow</p> <p>Knowing that some objects/materials make a dark shadow and that some objects make pale shadows.</p> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Knowing that the sun moon and stars are different from Earth.</li> <li>• Knowing that we have day time and night time.</li> <li>• Knowing that some animals are awake at</li> <li>• Knowing that Earth and space are different.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about why things happen and how things work and that materials can change - melting chocolate Easter cakes</li> </ul>	<p>and flowers in the FS Garden and knowing some reasons why plants have different parts</p> <ul style="list-style-type: none"> <li>• Knowing where the plants, flowers and trees are in the garden using a map</li> <li>• Knowing four purposes of plants and flowers – joy, food, nature and climate</li> <li>• Show some care for plants, trees and flowers in the FS Garden</li> </ul> <p><b>Forces</b></p> <p>Knowing that cars move faster and slower down ramps when they are moved</p>	
<p><b>TAPS</b></p>	<p><b>Scoop Sounds</b> (Plan and Design: Ask Questions and Plan Enquiry)</p> <p><b>Taste Test</b> (Review: Interpret and Report, Evaluate)</p>	<p><b>Germs/ Hands Investigation</b> (Plan and Do: Setting up Enquiry)</p>	<p><b>Frozen balloons</b> (Observe and Measure)</p>	<p><b>Making Cakes and Melting Chocolate</b> (Do: Recording and Communicating)</p>	<p><b>Minibeast Scavenger Hunt</b> (Do: Record)</p>	<p><b>Boats – Floating and Sinking</b> (Plan and Do: Setting up Enquiry)</p>

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	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer -Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>UW Past and Present</b>  Continuous learning: Yesterday, today, tomorrow Days of the week, Months of the year	My family  Key historical events: Birthdays  Happy Family Stories	Myself now and as a baby  Key historical community events: Remembrance Day  Occupations and roles in society including firefighters, police officers, doctors, paramedics  Christmas Traditions at home	Understanding the past through settings, characters and events encountered in books read in class and storytelling  Neil Armstrong Tim Peake Mae Jamison	Understanding the past through settings, characters and events encountered in books read in class and storytelling  The Tiger Who Came To Tea	Understanding the past through settings, characters and events encountered in books read in class and storytelling  Jack and The Beanstalk  Wendover Walk – differences in the past - Wendover Windmill	London Landmarks in the past The King's Birthday Trooping of The Colour Understanding the past through settings, characters and events encountered in books read in class and storytelling
<b>People, Communities and Culture</b>	Families – belonging, similarities and differences  Special places – home and school	Diwali, Hanukah Lunar New Year Christmas, Advent, New Year, Christmas around the World The Nativity Story	Lunar New Year	The Easter Story Visit from Wendover Church	Places of local importance	Church visit – weddings (features of a celebration) Flower Festival Taking care of our environment
<b>Celebrations</b>	Belonging, birthdays, Harvest, National Poetry Day, Independence	Health Week, Safety Week, Diwali, Hanukah, Advent, Christmas	Epiphany, Chinese New Year, The Creation, Valentines Day, National Opposites Day	St David's Day, Holi, International Women's Day, Global Recycling Day, Piano Day Easter, Shrove Tuesday, Spring	St Georges Day, Eid Al-Fitr, International Nurses Day, Elmer Day, May Day, Walk to School Week, Ramadan, Growing	King's Birthday, Midsummers Day, Sun Safety Armed Forces Day, Independence Day, World Chocolate Day
<b>The Natural World</b>	Holidays  My house – where I live My School  Navigating around the classroom, octagon, outside	Christmas Around the World  Globes and Atlases  Maps	Asking questions about the locality  Maps  Earth	Animals from around the world  Maps	Walk around Wendover – features of local environment windmill, clock tower, shops, market.  Maps	Wendover, London, UK Contrasting Countries – Iceland, Thailand, Australia and Egypt



	Maps		Google Earth			Maps Taking care of our environment
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer -Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>UW Computing</b>	ESafety Technology In Play	ESafety Use of Touchscreen Navigation of Minimash	ESafety Keyboard Skills Digital Painting Tablets	ESafety Musical Algorithms Programming and Debugging beebots	ESafety Developing Keyboard Skills Drag and Drop Skills Tablets	ESafety Use of a safe search engine (Kiddle) to research WW country log off safely and independently.  Searching and Accessing Logging on and off independently
<b>EAD</b>	<b>Structures</b> Using bricks, recyclable materials, construction kits to make models  <b>Mechanisms</b> Basic joins - Glue sticks, PVA, a range of materials with large flat surfaces to make joining easier. Mid level joins - Tape, paper clips (large and small), stapler , hole punch, split pins, treasury tags, threading resources (hole punch, wool, string) High level join - Hole punch, split pins, treasury tags, threading resources (hole punch, wool, string)  <b>Cooking and Nutrition.</b> Sorting Healthy Food Fruit Kebab Bread Roll Vegetable Soup  <b>Textiles</b>		<b>Design, Make and Evaluate</b> Design and make an alien out of playdough  <b>Mechanisms</b> Design and make a volcano, rocket or dinosaur using a flange join Design and make an Easter card using a split pin  <b>Cooking and Nutrition.</b> Design, make and evaluate a healthy sandwich Design, make and evaluate an Easter Cake		<b>Structures</b> Collaborate to Plan, Make and Evaluate - London Landmarks	

	Creating a mask/ hat/ bracelet using fabric					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Introduction To Creative Area and Resources</b></p> <ul style="list-style-type: none"> <li>• Paints (ready mixed)</li> <li>• Drying rack and aprons</li> <li>• Coloured Paper</li> <li>• White paper</li> <li>• Sugar paper</li> <li>• Pastels</li> <li>• Crayons</li> <li>• Colouring pencils</li> <li>• Range of sketching pencils</li> <li>• Different sized brushes</li> <li>• Fineliners</li> </ul> <p><b>Sketching &amp; Mark Making</b></p> <ul style="list-style-type: none"> <li>• Squiggle</li> <li>• Drawing shapes</li> <li>• Observational drawing</li> <li>• Mark making with a range of hard and soft pencils</li> <li>• Create simple shapes realistically e.g. round sun</li> </ul> <p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>• Transient art – natural objects</li> </ul>	<p><b>Watercolour and Mark Making</b></p> <ul style="list-style-type: none"> <li>•How to use the watercolour paint station</li> <li>•Reinforcing the range of marks – circle, dot, cross hatch, horizontal line, vertical line</li> <li>•Creating marks with watercolours</li> <li>•Creating marks with a range of different media</li> <li>•How mark making with different tools produces different results</li> <li>•Producing an outline and filling the space inside with marks using different tools</li> <li>•That some tools are better for filling different sized spaces</li> <li>•How to use mark making techniques and colour to portray different celebrations e.g fireworks, Diwali, Hanukah, Christmas cards</li> </ul> <p><b>Sketching &amp; Mark Making</b></p> <ul style="list-style-type: none"> <li>•Observational drawing – fire engine, fruit. outline with fine liners</li> <li>•Drawing fruit and deciding how to fill with colour -paint, pastels, chalk, felt tips, wax crayons</li> </ul>	<p><b>Colour, Texture and Mixed Media</b></p> <ul style="list-style-type: none"> <li>•Painting with ready mixed paints using the primary and secondary colours</li> <li>•What happens when you mix two of the primary colours</li> <li>•Applying paint with different tools – lolly sticks, cotton buds, blow painting, splatter painting</li> <li>•Adding sand and glue to ready mix paint to add texture</li> <li>•Adding white to lighten, adding black to darken</li> <li>•Using torn or cut paper collage technique to create dinosaur and setting</li> </ul> <p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>•Transient art – Space</li> </ul> <p><b>Sketching &amp; Mark Making</b></p> <ul style="list-style-type: none"> <li>• Silver and gold pens</li> </ul>	<p><b>Printing</b></p> <p>Arts Week</p> <ul style="list-style-type: none"> <li>•Introduce a simple printing station working from pad to paper.</li> <li>•Making handprints/footprints, randomly printed.</li> <li>•Printing from found objects e.g. leaves, cotton reel ends, shells etc.</li> <li>•Sponge printing randomly applied as a background. A thin card edge can then be used to print line patterns on top in a darker colour.</li> <li>•Introduction to finger printing emphasising rhythm and repetition (to music if desired). Work in a controlled manner with a line guide.</li> <li>•Finish finger printing, doing one or more layers.</li> <li>•Printing with cotton buds</li> <li>•Printing with different sized paint dabbers</li> </ul> <p><b>Sketching &amp; Mark making</b></p> <ul style="list-style-type: none"> <li>•Observational drawing - animals</li> <li>•Drawing animals – mark making using different pencils</li> </ul> <p><b>Watercolour and Mark Making</b></p> <ul style="list-style-type: none"> <li>•Animal outlines</li> </ul> <p><b>Colour, Texture &amp; Mixed Media</b></p> <ul style="list-style-type: none"> <li>•Camouflage pictures – pastels, collage</li> </ul>	<p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>•Exploring techniques to shape a variety of modelling clays</li> <li>•Learning vocabulary associated with modelling clay</li> <li>•Exploring the positioning of natural and manmade objects to create art work</li> <li>•Creating pots from clay</li> <li>•Creating a representation of an animal using clay</li> </ul> <p><b>Sketching &amp; Mark making</b></p> <ul style="list-style-type: none"> <li>•Observational drawing of flowers and plants</li> </ul> <p><b>Watercolour and Mark Making</b></p> <ul style="list-style-type: none"> <li>• Flowers and plants</li> </ul> <p><b>Painting &amp; Mixed Media</b></p> <ul style="list-style-type: none"> <li>•Minibeast pictures</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Flowers</li> </ul>	<p><b>Stitching/ Textiles</b></p> <ul style="list-style-type: none"> <li>•Simple in and out weaving with paper, ribbons, thread</li> <li>•Learn the skills of sewing (measuring, threading a needle, straight stitch on hessian</li> <li>•Random patterning to start, working with straight long/short stitches.</li> <li>•Build up the textures and patterns with a variety of threads within the colour scheme.</li> </ul> <p><b>Sketching &amp; Mark Making</b></p> <ul style="list-style-type: none"> <li>• Observational drawings of landmarks</li> </ul> <p><b>Colour, Texture &amp; Mixed Media</b></p> <ul style="list-style-type: none"> <li>•Collage using recyclable materials</li> </ul> <p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>•London Landmarks</li> </ul>

		•Emotion Pictures/ colours – linked to zones of regulation				
<b>Artists</b>	Vincent Van Gogh – The Sower	Vincent van Gogh - Haystacks in Provence Paul Klee	Jackson Pollock Piet Mondrian Henri Matisse	Yayoi Kusama Damien Hirst	Claire Thompson Louise Goodman	Christopher Wren / Charles Barry

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Magical Me!	Colour Magic	Explorer Explorer!	Explorer Explorer -Amazing Animals	Nature Detectives	Why Is Our World Wonderful?
<b>EAD Music</b>	<p><b>My Musical Classroom</b></p> <p><b>Hear My Voice</b> Learn simple welcome songs and work as a class to create simple actions to accompany songs and nursery rhymes</p> <p><b>What's The Music saying?</b> Follow musical instructions and explore creative movement</p> <p><b>Harvest Songs</b> Perform songs with actions and in time with the music</p>	<p><b>My Musical Classroom</b></p> <p><b>Instruments Everywhere</b> Recognise and explore the sounds of simple percussion instruments</p> <p><b>Playing with Songs</b> Compose simple sound sequences and represent them with objects or pictures</p> <p><b>Christmas Production</b> Performing with actions and projection keeping in time with the pulse.</p>	<p><b>Musical Patterns and Performing</b></p> <p><b>What's The Pattern?</b> Recognising musical patterns in songs and music</p> <p><b>Playing Musical Patterns and Accompaniments</b> Exploring ways to change sounds. Using loud and quiet to create a pattern.</p> <p>Singing songs for Health and Safety week</p>	<p><b>Musical Patterns and Performing</b></p> <p><b>Exploring Descriptive Sounds</b> Exploring Descriptive sounds by composing music inspired by transport, machines and robots.</p> <p>Developing an understanding of pictorial notations</p> <p><b>Let's Perform!</b> Create a dance to accompany a song and perform it to other classes.</p> <p>Learn a song for Arts Week.</p>	<p><b>Sound Stories</b> Pitch Play and Changing Sounds</p> <p>Tell stories using voices and untuned instruments</p> <p><b>Sounds From Nature – Patterns and Sequence</b> Create musical patterns using natural objects as a musical store Learn about instruments made out of wood</p>	<p><b>Sound Stories Meet The Characters</b></p> <p>An introduction to timbre – exploring through fairy tale characters. What instrument matches a character? Performing more than one instrument to create texture through layering.</p> <p>Perform a Story Use simple sound effects and pictorial notation to accompany a story or song.</p>
<b>PD</b>	Fundamental skills		Gymnastics	Dance	Athletics/ Team games	

