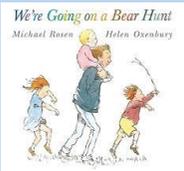
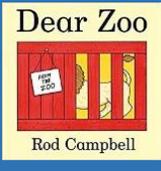
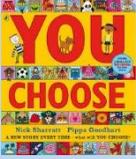
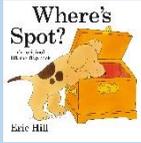
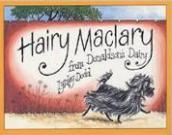
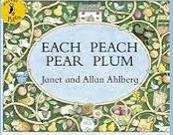
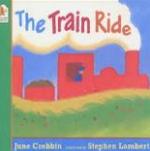
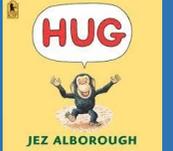




St Albert's Catholic Primary School
 Foundation Stage One
 Curriculum Overview

Reading Schedule - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Themes	It's All About Me! When the leaves fall.	Christmas is coming!	It's Cold Outside I need a hero!	Changes in Spring	Around the World	We're All Going on a Summer Holiday			
Talk 4 Writing (Focus Text)									
Spine Book (Focus Shared Reading – small group)									
Focus Shared Reading – whole group	The Gruffalo	Room on the Broom Jolly Christmas Postman	The Bear Who Goes Boo!	The Very Hungry Caterpillar	The Three Little Pigs	Mixed Up Chameleon			
Traditional Tale	The Three Bears	Elves and the Shoe Maker The Christmas Story	The Ginger Bread Man	Jack and The Bean Stalk	The Three Little Pigs	Little Red Riding Hood			
Role Play Areas	At home Shop	Winnie the Witch's house Santa's workshop Post Office	Arctic Explorers Chinese Restaurant Doctors Hairdressers	Giant's Castle Garden Centre Mini beast Lab Smoothie Cafe	Farm Shop Train Station Vets	Travel Agents Clothes shop Airport			
Themed Books	My family Who am I? Autumn	Diwali Christmas Toys How Things Work	Winter Arctic Animals Chinese New Year People Who Help Us	Spring Growing Changes Easter	Transport Summer Farm Land and Sea	Holidays At the Sea Side Safari Transitions			
Event/WOW	Bear Hunt Autumn Walk	Story time in church Class Nativity	Pancake making Let's go to China Town Visit from emergency service.	Healthy Eating Planting Den Making Easter Egg Hunt Easter Bonnet Parade	Visit Train Station Teddy Bears Picnic Visit from the Ducklings	Visit Airport Go to the Beach			



PSED			
Autumn One	<p>Come and See: Myself/Welcome Why am I precious? Why is welcome important?</p>	<p>Jigsaw: Being Me in My World This theme focuses on developing children’s knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. The theme offers children the opportunity to see themselves as valued individuals within their school community and to contribute to shaping a welcoming, safe and fair learning environment for all.</p>	<p>Introduction to our Golden Rules We listen - we don’t interrupt We are kind and helpful – we don’t hurt anybody’s feelings We are gentle – we don’t hurt others</p>
Autumn Two	<p>Come and See: Birthdays/Nativity Why do we celebrate birthdays? What and why do people celebrate?</p>	<p>Jigsaw: Celebrating Difference Children will have had opportunities to appreciate and celebrate differences, and to understand how it feels and how important it is to belong to a group. They will recognise common forms of unkindness. Children will have had opportunities to appreciate how someone might feel when they are called names or are left out, and will have thought about this in terms of fairness. The importance of telling an adult will have been stressed and modelled.</p>	<p>Introduction to our Golden Rules We are honest – we don’t cover up the truth We work hard – we don’t waste time We look after property – we don’t damage things</p>
Spring One	<p>Come and See: Gathering/Growing Why do people gather together? How and why do things grow?</p>	<p>Jigsaw: Dreams and Goals We will support the children in developing feelings of self-worth and competence, decision-making, self-motivation, independence, prediction, perseverance and thinking logically and analytically. The activities support the children in learning about themselves and their own unique gifts and talents</p>	<p>Bucket Fillers What are bucket fillers? What are bucket dippers?</p> <p>The worry monster A strategy used to support children with their anxieties and worries.</p>
Spring Two	<p>Come and See: Good News What is good news?</p>	<p>Jigsaw: Healthy Me This themes explores how to keep our body and mind healthy. Children will have the opportunity to explore and discuss healthy eating, keeping clean and looking after our teeth. We will also explore how to keep ourselves safe and stranger danger.</p>	<p>Bucket Fillers Bucket filler pledge.</p> <p>To support emotional well-being when facing challenges.</p>
Summer One	<p>Come and See: Friends Is it good to have friends?</p>	<p>Jigsaw: Relationships Children are introduced to the issues of cooperating with other children, and working in a group whilst exploring and celebrating similarities and differences. In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend. We will use story, role-play and puppets as well as the children’s spontaneous play to extend their understanding of the core feelings of happy, sad and afraid and to develop a broader vocabulary of feelings to include proud and excited. We will support the children to develop relaxation techniques and encourage them to stand up for themselves and be aware of themselves and their needs.</p>	<p>Bucket Fillers What makes me happy? What makes me sad?</p> <p>To encourage talk when upset, hurt and worried.</p>
Summer Two	<p>Come and See: Our World/Cafod What makes our world so wonderful?</p>	<p>Jigsaw: Changing Me! Activities offer the opportunity for children to make the link between feelings and behaviour and to predict how unexpected changes might make them feel, as well as developing some basic coping strategies. They will have learned that some things stay the same in the face of change, and that uncomfortable feelings don’t last forever. They will have opportunities to develop empathy and support others.</p>	<p>Bucket Fillers How can I make others’ happy? How do I make others’ sad?</p>



Language and Communication

Autumn One	<p>Phase 1 Letters and Sounds Aspect 1 – General Sound Discrimination – environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.</p>	<p>Quality interactions to support Speech Language & Communication Development during adult-led focus activities and play.</p> <p>We aim to do this by:</p> <ul style="list-style-type: none"> • Responding to what children say. • Engaging in joint attention with children • Initiating conversations with children • Talking with children more • Using complex grammar and rich vocabulary • Providing children with more information about objects, emotions, or events • Providing opportunities to listen, talk and respond. 	<p>Chatty Bats Intervention Focus book: Chatty Bat A robust dialogic reading programme linking sound play stories with structured language activities. This programme aims to support the development of speech, language and communication.</p>	<p>Information Station</p> <p>An opportunity for children to share news and experiences with their peers during circle time.</p> <p>Sharing topical news from around the world to support the children's interests and termly themes.</p>
Autumn Two	<p>Phase 1 Letters and Sounds Aspect 2 & 3 – General Sound Discrimination – Instrumental & Body Percussion This aspect aims to develop children's awareness of sounds made by various instruments and noise makers later developing into awareness of sound and rhythms.</p>			
Spring One	<p>Phase 1 Letters and Sounds Aspect 4: Rhyme and Rhythm This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out. Phase 2 Letters and Sounds: An introduction to Jolly Phonics rhymes group 1.</p>			
Spring Two	<p>Phase 1 Letters and Sounds Aspect 5: Alliteration The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p>Phase 2 Letters and Sounds: Continue to explore Jolly Phonics rhymes group 1.</p>			
Summer One	<p>Phase 1 Letters and Sounds Aspect 6: Voice Sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Phase 2: Introduce Group 2 Jolly Phonics rhymes.</p>			
Summer Two	<p>Phase 1 Letters and Sounds Aspect 7: Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills.</p> <p>Phase 2: Continue to explore Group 2. Revisit Group 1.</p>			
<p>Baseline: As part of our initial baseline for Speech, Language and Communication a Knowsley screening test will be carried out on all children. This will then be repeated when your child turns four. From this screening a discussion will take place with you if there are any concerns with your child's progress in this area and with your consent a plan will be put in place to support your child moving forward. No referrals will be made without parent's consent.</p>				



Physical Development

		Health and Self-Care	Moving and Handling		
Summer Two		<ul style="list-style-type: none"> Care of each other and our environment. Protecting and caring for living things in their natural environment. Getting ready for big school. 	<p>Dough Disco</p> <p>The overall aim is to support children's hand writing skills. 'Dough Disco' helps warm up those important muscles in our hands, arms and shoulders in preparation for a busy day at nursery! Each child is given a ball of play dough then sits in a circle while music is played</p> <p>Funky Finger activities and challenges in areas.</p> <p>Busy Bags activities.</p>	<p>Squiggle While You Wiggle</p> <p>Squiggle While You Wiggle is a kinaesthetic approach to stimulate early writing. Children use movement with music to develop their motor skills in preparation for writing.</p> <p>Daily opportunities to explore the outdoor climbing frame, hills, tunnels and equipment.</p>	<p>Cosmic Kids</p> <p>Cosmic Kids is a mindfulness programme taught through story-telling. Physically, it enhances the children's flexibility, strength, coordination, and body awareness. In addition, their concentration and sense of calmness and relaxation improves.</p>
	Summer One	<ul style="list-style-type: none"> Where does fruit and vegetables come from? Healthy foods tasting 			
	Spring Two	<ul style="list-style-type: none"> What keeps me healthy? Importance of brushing our teeth 			
	Spring One	<ul style="list-style-type: none"> Looking after ourselves in winter. Dangers of ice 			
	Autumn Two	<ul style="list-style-type: none"> What do we eat when days get colder and darker? Keeping warm, seasonal change and clothing. 			
	Autumn One	<ul style="list-style-type: none"> Keeping me and my friends safe in nursery. Washing my hands Morning routine Using the toilet independently Being independent during snack time. 			



Literacy

Autumn One	<p>Shared Reading</p> <ul style="list-style-type: none"> You Choose The Gruffalo The Three Bears <p>Theme basket & Listener of the Day: fiction/non-fiction texts Reading Den (inside) / Story Barn (outside)</p>	<p>Mark Making for Meaning</p> <p>As well as enabling a child to learn to write, making marks can benefit a child physically, and also help to develop their imagination and creative skills.</p>	<p>Phase 1 Letters and Sounds Aspect 1 – General Sound Discrimination – environmental</p> <p>The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.</p>	<p>Talk 4 Writing</p> <p>We're going on a Bear Hunt</p>
	<p>Shared Reading</p> <ul style="list-style-type: none"> Where's Spot? Room on the Broom The Jolly Christmas Postman Elves and the Shoemaker The Nativity <p>Theme basket & Listener of the Day: fiction/non-fiction texts Reading Den (inside) / Story Barn (outside)</p>		<p>Phase 1 Letters and Sounds Aspect 2 & 3 – General Sound Discrimination – Instrumental & Body Percussion</p> <p>This aspect aims to develop children's awareness of sounds made by various instruments and noise makers later developing into awareness of sound and rhythms.</p>	
Autumn Two	<p>Shared Reading</p> <ul style="list-style-type: none"> Brown Bear, Brown Bear Hairy Maclary The Bear Who Goes Boo! The Gingerbread Man <p>Theme basket & Listener of the Day: fiction/non-fiction texts Reading Den (inside) / Story Barn (outside)</p>	<p>We provide opportunities for the children to mark make though adult and child-initiated activities as we feel it opens the door for children to express themselves in a completely new way, offering them the opportunity to express their feelings and thoughts without relying solely upon verbal communication.</p> <p>Children use mark making as a way of sharing their thoughts and feelings with adults around them, telling stories as they draw or sharing their completed picture with others offering an insight into what it represents.</p>	<p>Phase 1 Letters and Sounds Aspect 4: Rhyme and Rhythm</p> <p>This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p> <p>Phase 2 Letters and Sounds: An introduction to Jolly Phonics rhymes group 1.</p>	<p>Talk 4 Writing</p> <p>The Runaway Pancake</p>
	<p>Shared Reading</p> <ul style="list-style-type: none"> Jasper's Beanstalk Each Peach, Pear Plum The Very Hungry Caterpillar Jack and the Bean Stalk <p>Theme basket & Listener of the Day: fiction/non-fiction texts Reading Den (inside) / Story Barn (outside)</p>		<p>Phase 1 Letters and Sounds Aspect 5: Alliteration</p> <p>The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p>Phase 2 Letters and Sounds: Continue to explore Jolly Phonics rhymes group 1.</p>	
Spring One	<p>Shared Reading</p> <ul style="list-style-type: none"> Come on Daisy The Train Ride The Three Little Pigs <p>Theme basket & Listener of the Day: fiction/non-fiction texts Reading Den (inside) / Story Barn (outside)</p>		<p>Phase 1 Letters and Sounds Aspect 6: Voice Sounds</p> <p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p> <p>Phase 2: Introduce Group 2 Jolly Phonics rhymes.</p>	<p>Talk 4 Writing</p> <p>Dear Zoo</p>
	<p>Shared Reading</p> <ul style="list-style-type: none"> Hug Mixed Up Chameleon Little Red Riding Hood <p>Theme basket & Listener of the Day: fiction/non-fiction texts Reading Den (inside) / Story Barn (outside)</p>		<p>Phase 1 Letters and Sounds Aspect 7: Oral blending and segmenting</p> <p>In this aspect, the main aim is to develop oral blending and segmenting skills.</p> <p>Phase 2: Continue to explore Group 2. Revisit Group 1.</p>	
Spring Two				
Summer One				
Summer Two				



Mathematics

	Cardinality & Counting Aim	Measure Aim	Shape and Space Aim:	Pattern Aim:	Composition Aim:	Comparison Aim:
Autumn One	To begin to understand the value of a numeral and quantity it represents. To use counting to establish how many objects are in a set.	To begin to understand the different attributes of length and capacity. To make comparisons by exploring equivalence of length, volume, capacity and weight in different ways and to begin to sequence events using time.	To begin develop mathematical thinking and visualisation skills by actively exploring spatial relations and properties.	To begin to develop the skills to observe and verbalise generalisations by using concrete resources and found objects. To develop creative and critical thinking by making links to music, dance and phonics.	To begin to understand and explore that numbers are made up of two parts.	To begin to understand if a number is more or less than a given number.
Autumn Two	Activities and Opportunities:	Activities and Opportunities	Activities and Opportunities:	Activities and Opportunities:	Activities and Opportunities:	Activities and Opportunities
Spring One	<ul style="list-style-type: none"> Counting forwards and backwards in sequence. Counting objects that cannot be seen or moved. Playing dice and domino games Show me using fingers Tidy up labels in the provision Helping to set up for snack Numbers on different sized objects in the provision. 	<ul style="list-style-type: none"> Adults modelling language and asking 'I wonder...' Play-dough construction Water and sand play Odd one out games Balancing scales Measuring objects and finding things the same size Finding boxes big enough for different toys / finding objects to fit into boxes Dressing the baby Filling containers in the quickest time races. Days of the Week songs Nursery routines of the day 	<ul style="list-style-type: none"> Riding bikes around the outdoor area path. Printing and making pictures with shapes Construction activities using 2D and 3D shapes. Jigsaws Building train tracks Den making Developing positional language through story. Talking about small world scenarios. Hunting for hidden objects Drawing treasure maps Creating representations through story. Creating channels for waters to flow. 	<ul style="list-style-type: none"> Building towers using different colour cubes Repeated printing patterns using shape and/or colour Using counting objects (beads, teddy bears) to make lines of pattern Copy given patterns using objects in the provision. Threading beads Collect things in the garden Copy a pattern of sounds Take turns to create patterns (objects, sounds, movements) Make patterns using numicon Create patterns on magnetic board Continue the pattern on IWB Explore patterns in material and fabric. 	<ul style="list-style-type: none"> Singing nursery rhymes eg. five Current Buns, Five Little Ducks, Five Cheeky Monkeys Using 5 / 10 frames Play skittles Make a number with two different kinds games eg teddy bears & cubes Adult modelling addition and subtraction language Give me 1, give me 2 from a set of 5. Explore numicon 	<ul style="list-style-type: none"> Compare and sort objects in size and kind Sharing objects out Adult modelling language Labelling groups of objects with correct numeral Making predictions and checking answers More or less games Comparing numicon
Spring Two	<ul style="list-style-type: none"> Counting forwards and backwards in sequence. Counting objects that cannot be seen or moved. Playing dice and domino games Show me using fingers Tidy up labels in the provision Helping to set up for snack Numbers on different sized objects in the provision. How many children are in our class today song Number rhymes Counting jumps and steps Number jigsaws Explore numicon 	<ul style="list-style-type: none"> Adults modelling language and asking 'I wonder...' Play-dough construction Water and sand play Odd one out games Balancing scales Measuring objects and finding things the same size Finding boxes big enough for different toys / finding objects to fit into boxes Dressing the baby Filling containers in the quickest time races. Days of the Week songs Nursery routines of the day 	<ul style="list-style-type: none"> Riding bikes around the outdoor area path. Printing and making pictures with shapes Construction activities using 2D and 3D shapes. Jigsaws Building train tracks Den making Developing positional language through story. Talking about small world scenarios. Hunting for hidden objects Drawing treasure maps Creating representations through story. Creating channels for waters to flow. 	<ul style="list-style-type: none"> Building towers using different colour cubes Repeated printing patterns using shape and/or colour Using counting objects (beads, teddy bears) to make lines of pattern Copy given patterns using objects in the provision. Threading beads Collect things in the garden Copy a pattern of sounds Take turns to create patterns (objects, sounds, movements) Make patterns using numicon Create patterns on magnetic board Continue the pattern on IWB Explore patterns in material and fabric. 	<ul style="list-style-type: none"> Singing nursery rhymes eg. five Current Buns, Five Little Ducks, Five Cheeky Monkeys Using 5 / 10 frames Play skittles Make a number with two different kinds games eg teddy bears & cubes Adult modelling addition and subtraction language Give me 1, give me 2 from a set of 5. Explore numicon 	<ul style="list-style-type: none"> Compare and sort objects in size and kind Sharing objects out Adult modelling language Labelling groups of objects with correct numeral Making predictions and checking answers More or less games Comparing numicon
Summer One	<ul style="list-style-type: none"> Counting forwards and backwards in sequence. Counting objects that cannot be seen or moved. Playing dice and domino games Show me using fingers Tidy up labels in the provision Helping to set up for snack Numbers on different sized objects in the provision. How many children are in our class today song Number rhymes Counting jumps and steps Number jigsaws Explore numicon 	<ul style="list-style-type: none"> Adults modelling language and asking 'I wonder...' Play-dough construction Water and sand play Odd one out games Balancing scales Measuring objects and finding things the same size Finding boxes big enough for different toys / finding objects to fit into boxes Dressing the baby Filling containers in the quickest time races. Days of the Week songs Nursery routines of the day 	<ul style="list-style-type: none"> Riding bikes around the outdoor area path. Printing and making pictures with shapes Construction activities using 2D and 3D shapes. Jigsaws Building train tracks Den making Developing positional language through story. Talking about small world scenarios. Hunting for hidden objects Drawing treasure maps Creating representations through story. Creating channels for waters to flow. 	<ul style="list-style-type: none"> Building towers using different colour cubes Repeated printing patterns using shape and/or colour Using counting objects (beads, teddy bears) to make lines of pattern Copy given patterns using objects in the provision. Threading beads Collect things in the garden Copy a pattern of sounds Take turns to create patterns (objects, sounds, movements) Make patterns using numicon Create patterns on magnetic board Continue the pattern on IWB Explore patterns in material and fabric. 	<ul style="list-style-type: none"> Singing nursery rhymes eg. five Current Buns, Five Little Ducks, Five Cheeky Monkeys Using 5 / 10 frames Play skittles Make a number with two different kinds games eg teddy bears & cubes Adult modelling addition and subtraction language Give me 1, give me 2 from a set of 5. Explore numicon 	<ul style="list-style-type: none"> Compare and sort objects in size and kind Sharing objects out Adult modelling language Labelling groups of objects with correct numeral Making predictions and checking answers More or less games Comparing numicon
Summer Two	<ul style="list-style-type: none"> Counting forwards and backwards in sequence. Counting objects that cannot be seen or moved. Playing dice and domino games Show me using fingers Tidy up labels in the provision Helping to set up for snack Numbers on different sized objects in the provision. How many children are in our class today song Number rhymes Counting jumps and steps Number jigsaws Explore numicon 	<ul style="list-style-type: none"> Adults modelling language and asking 'I wonder...' Play-dough construction Water and sand play Odd one out games Balancing scales Measuring objects and finding things the same size Finding boxes big enough for different toys / finding objects to fit into boxes Dressing the baby Filling containers in the quickest time races. Days of the Week songs Nursery routines of the day 	<ul style="list-style-type: none"> Riding bikes around the outdoor area path. Printing and making pictures with shapes Construction activities using 2D and 3D shapes. Jigsaws Building train tracks Den making Developing positional language through story. Talking about small world scenarios. Hunting for hidden objects Drawing treasure maps Creating representations through story. Creating channels for waters to flow. 	<ul style="list-style-type: none"> Building towers using different colour cubes Repeated printing patterns using shape and/or colour Using counting objects (beads, teddy bears) to make lines of pattern Copy given patterns using objects in the provision. Threading beads Collect things in the garden Copy a pattern of sounds Take turns to create patterns (objects, sounds, movements) Make patterns using numicon Create patterns on magnetic board Continue the pattern on IWB Explore patterns in material and fabric. 	<ul style="list-style-type: none"> Singing nursery rhymes eg. five Current Buns, Five Little Ducks, Five Cheeky Monkeys Using 5 / 10 frames Play skittles Make a number with two different kinds games eg teddy bears & cubes Adult modelling addition and subtraction language Give me 1, give me 2 from a set of 5. Explore numicon 	<ul style="list-style-type: none"> Compare and sort objects in size and kind Sharing objects out Adult modelling language Labelling groups of objects with correct numeral Making predictions and checking answers More or less games Comparing numicon



Understanding The World

		Understanding The World			
Autumn One	<p>All about me! Who am I? Who lives in my house? Basic family trees (past and present) What do I like? What do I dislike?</p> <p>Explore differences and similarities eg culture and what we look like.</p>	<p>Senses I use my eyes to see... I use my nose to smell... I use my ears to hear... I use my tongue to taste... I use my hands to touch...</p> <p>Explore differences and similarities eg disabilities.</p>	<p>When the leaves fall The colours of autumn What can we see in autumn? Can I still wear my flip flops?</p> <p>Halloween: spooky characters, funny bones, making a slimy swamp.</p> <p>Explore differences and similarities of found objects.</p>		<p>Possible Lines of Development</p> <p>When a new theme has been introduced children often take the learning in a new direction demonstrating their own personal interests of the theme or topic. In our provision we facilitate the learning and support the children with their journey of interests. It is through sustained shared thinking and planning in the moment that we endeavour to facilitate these interests in order to keep interest and make learning memorable and fun.</p>
	Autumn Two	<p>Children In Need Who is Pudsey? Be kind to others Look after each other</p>	<p>Lights & Diwali I can make shadows Rockets go bang and sparklers hiss The story of Rama and Sita</p>	<p>Christmas Who is baby Jesus? How do we celebrate? Why do we receive presents?</p>	
Spring One		<p>It's Cold Outside Polar animals How to make ice and how does it melt? Keeping warm in winter</p>	<p>I Need a Hero Who can help me? Explore different occupations</p>	<p>Chinese New Year Sampling Chinese food Visit the Chinese Arch Who will win the race?</p>	
	Spring Two	<p>Spring The colours of spring What can we see in spring? Baby animals and their mothers</p>	<p>Growing What grows? How to make something grow.</p>	<p>Farm Animals that live on the farm Jobs of a farmer</p>	
Summer One		<p>Around the World (land and sea) eg pirates/safari/space Our planet Animals in the jungle, sea and air</p>	<p>Transport Compare transport (past and present) How do I get there? Eg I need to go to the shops; I need to go to space.</p>		
	Summer Two	<p>Summer The colours of summer What can we see in summer? How do stay safe in the sun</p>	<p>Holidays Where can we go on our holidays? How do we get there? What do we do on our holidays? How do we keep safe on our holidays?</p>	<p>Transitions I have met my new teacher What I like about my new class My worries about going to big school</p>	



Expressive Arts and Design

	Music	Dance and Drama	Art and Design
Autumn One	<p>Music Express: 'Special People' Music focus: rhythm and tempo Link: PSED</p>	<p>Charanga: 'Everyone' Explore: family, friends and people</p> <ul style="list-style-type: none"> • Listen and Respond • Explore and Create • Singing • Share and Perform 	<p>Art and Design opportunities are provided in the provision and as adult-led activities.</p> <p style="text-align: center;">Aim:</p> <ul style="list-style-type: none"> • To begin to understand the process of creating art • To develop creativity and imagination • To create art in response to story • To increase memory and concentration • To work collaboratively • To respond to art they see and create • To develop creative and critical thinking skills <p style="text-align: center;">Elements of Arts – activities and Opportunities</p> <p style="text-align: center;">Line</p> <ul style="list-style-type: none"> • Mark making using car and tractors • Rolling conkers and marbles • Use pipettes to squirt paint on paper <p style="text-align: center;">Colour</p> <ul style="list-style-type: none"> • Primary and secondary colours • Colours of the rainbow • Light and dark colours (value) <p style="text-align: center;">Shape</p> <ul style="list-style-type: none"> • Printing using different shapes • Construct 3D models • <p style="text-align: center;">Form</p> <ul style="list-style-type: none"> • Create 3D models <p style="text-align: center;">Space</p> <ul style="list-style-type: none"> • Printing and painting using specific size paper and templates <p style="text-align: center;">Texture</p> <ul style="list-style-type: none"> • Printing and painting using different objects • Painting and printing on different surfaces.
Autumn Two	<p>Music Express: 'Our senses' Music focus: Timbre Link: EAD</p>	<p>Nativity songs</p> <p>Learn and practice our nativity performance songs.</p>	
Spring One	<p>Music Express: 'Moving Patterns' Music focus: Structure Link: Mathematics & Literacy</p>	<p>Charanga: Freestyle theme songs and children's choice</p>	
Spring Two	<p>Music Express: 'Growth and change' Music focus: Dynamics Link: PD</p>	<p>Charanga: 'ME' Explore: Growing, home and how I look</p> <ul style="list-style-type: none"> • Listen and Respond • Explore and Create • Singing • Share and Perform 	
Summer One	<p>Music Express: 'Working World' Music focus: Texture Link: Understanding the World</p>	<p>Charanga: Our World Explore: animals, sea, land, seaside, weather, space</p>	
Summer Two	<p>Music Express: 'Going places' Music focus: Pitch Link: Communication and Language</p>	<p>Charanga: Freestyle theme songs and children's choice</p>	