**EYFS & KS1 Curriculum Overview**

| Year 1 | | | | | |
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| *Term* | ***AUTUMN 1*** | ***AUTUMN 2*** | ***SPRING 1*** | ***SPRING 2*** | ***SUMMER*** |
| *Topic* | *Me, Myself and I* | *Space* | *Far Far Away (Traditional Tales)* | *It's a Wonderful World* | *Transport* |
| **KEY AREA** Communication and Language *(Total Communication)*<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | |
| | **Listening, Attention and Understanding**<br><br>Practice good sitting and listening skills<br>Listen to a range of stories and nursery rhymes<br>Respond to own name<br>Turn taking games with peers<br>Being exposed to and responding to transition songs<br><br>**Speaking**<br><br>Who am I?<br>Getting to know you activities<br>Sing songs and nursery rhymes<br>Using communication aids (PECS/level 1 + 2 comms boards/individual communication books)<br>Talk about themselves – feelings/friends/family<br>Speak in full sentences (if able)<br>Share likes/dislikes | **Listening, Attention and Understanding**<br><br>Settling in activities<br>Listen carefully<br>Carpet time: sit for longer periods of time<br>Story time: listen and respond<br>Turn taking games with peers<br>Being exposed to and responding to transition songs<br><br>**Speaking**<br><br>Learn and use new vocabulary<br>Speak in full sentences<br>Understand and respond to questions using preferred communication methods<br>Learn songs and nursery rhymes<br>Share opinions(food tasting)<br>When is my birthday?<br>Singing songs about the months of the year<br>Christmas songs | **Listening, Attention and Understanding**<br><br>Listen to and follow instructions<br>Learn and use new vocabulary<br>Turn taking games with peers<br>Being exposed to and responding to transition songs<br><br>**Speaking**<br><br>Ask 'how' and 'why' questions to find out more and check they understand what has been said to them<br>Learn song, poems and nursery rhymes<br>Loosely retell some stories<br>Develop own communication skills in line with own targets | **Listening, Attention and Understanding**<br><br>Listen to stories without props or pictures<br>Listen to a range of non-fiction books<br>Turn taking games with peers<br>Being exposed to and responding to transition songs<br><br>**Speaking**<br><br>Learn and use new vocabulary<br>Use some different tenses if verbal<br>Learn song, poems and nursery rhymes<br>Develop own communication skills in line with own targets | **Listening, Attention and Understanding**<br><br>Follow some 2 step instructions<br>Continue to learn and use new vocabulary<br>Listen to stories without props or pictures<br>Listen to a range of non-fiction books<br>Turn taking games with peers<br>Consistently responding to transition songs<br><br>**Speaking**<br><br>*Everything within Spring 2 and…*<br>Listen to and comment on non-fiction books<br>Articulate some thoughts and ideas<br>Use some new vocabulary in different contexts |

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| *Topic* | *Me, Myself and I* | *Space* | *Far Far Away (Traditional Tales)* | *It's a Wonderful World* | *Transport* |
| **KEY AREA**<br>PSED<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | |
| | **Self-Regulation**<br>Support children to identify their feelings<br>Use a range of multisensory approaches<br>Stick to class routines including class visual timetable<br><br>**Managing Self**<br>Support children to develop good personal hygiene incl. Oral hygiene<br>Healthy Eating – snack time<br>Support children to feed themselves – using cutlery/opening packets etc. at lunchtime<br>Developing toileting and hygiene routines to encourage independence<br>Dressing and undressing self with various levels of support<br><br>**Building Relationships**<br>Build relationships with key worker children<br>Games to develop peer relationships | **Self-Regulation**<br>Support children to identify their feelings<br>Use a range of multisensory approaches<br>Stick to class routines including class visual timetable<br>Develop ability to transition from one area of the school to another – using objects of reference where appropriate<br><br>**Managing Self**<br>Support children to develop good personal hygiene incl. Oral hygiene<br>Healthy Eating – snack time<br>Support children to feed themselves – using cutlery/opening packets etc. at lunchtime<br>Developing toileting and hygiene routines to encourage independence<br>Dressing and undressing self with various levels of support<br><br>**Building Relationships**<br>Building relationships<br>Making friends<br>Managing Feelings<br>Resolving conflict | **Self-Regulation**<br>Support children to identify their feelings<br>Use a range of multisensory approaches<br>Stick to class routines including class visual timetable<br>Develop ability to transition from one area of the school to another – using objects of reference where appropriate<br><br>**Managing Self**<br>Support children to develop good personal hygiene incl. Oral hygiene<br>Healthy Eating – snack time<br>Support children to feed themselves – using cutlery/opening packets etc. at lunchtime<br>Developing toileting and hygiene routines<br>Dressing and undressing self<br><br>**Building Relationships**<br>Understanding feelings<br>Self-awareness and self confidence<br>Celebrating differences<br>Developing resilience | **Self-Regulation**<br>Support children to identify their feelings<br>Use a range of multisensory approaches<br>Stick to class routines including class visual timetable<br>Develop ability to transition from one area of the school to another – using objects of reference where appropriate<br>Support children to be able to find ways to meet their own sensory needs/inputs<br><br>**Managing Self**<br>Support children to develop good personal hygiene incl. Oral hygiene<br>Healthy Eating – snack time<br>Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing)<br>Developing toileting and hygiene routines<br>Dressing and undressing self<br><br>**Building Relationships**<br>Understanding feelings<br>Self-awareness and self confidence<br>Celebrating differences<br>Developing resilience | **Self-Regulation**<br>Support children to identify their feelings and begin to identify the feelings of others.<br>Use a range of multisensory approaches<br>Stick to class routines including class visual timetable<br>Develop ability to transition from one area of the school to another – using objects of reference where appropriate<br>Support children to be able to find ways to meet their own sensory needs/inputs<br>Managing feelings associated with change<br><br>**Managing Self**<br>Resolving disagreements<br>Perseverance<br>Developing toileting and hygiene routines<br>Dressing and undressing self<br><br>**Building Relationships**<br>Begin understanding the feelings of others<br>Begin to build relationships with new staff/learners as part of transition at the end of the year<br>Making choices and working cooperatively with others |

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| *Topic* | *Me, Myself and I* | *Space* | *Far Far Away (Traditional Tales)* | *It's a Wonderful World* | *Transport* |
| **KEY AREA** Physical Development *(Including Real PE objectives for KS1)*<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | |
| | **Gross Motor Skills**<br><br>Dressing/undressing for toileting and swimming<br>Zipping up coats<br>Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping (obstacle courses – focus on core strength)<br>Using equipment safely<br>Moving around safely<br>Squiggle while you wiggle sessions<br>PE lessons from Real PE (KS1)<br><br>**Fine Motor Skills**<br><br>Dough disco sessions<br>Opportunities for threading, cutting, weaving, playdough, lego, mobilo etc.<br>Range of mark making opportunities as part of continuous provision<br>Using cutlery either with dough or at lunch | **Gross Motor Skills**<br><br>Throwing and catching ball skills<br>Using apparatus and equipment safely - rules<br>Outdoor large construction (crates and planks) – climbing<br>Balancing games<br>Mirror me activities<br>Moving in time to music<br>Using equipment safely both recreationally and for regulation<br><br>**Fine Motor Skills**<br><br>Dough disco sessions<br>Opportunities for threading, cutting, weaving, playdough, lego, mobilo etc.<br>Range of mark making opportunities as part of continuous provision<br>Using cutlery either with dough or at lunch<br>Develop small motor skills: beginning to apply more pressure on paper to print<br>Use paintbrushes<br>Use pencils for writing and drawing<br>Teach some letter formation through RWI | **Gross Motor Skills**<br><br>Experiment moving in different ways on equipment<br>Balancing skills<br>Move confidently, mount and dismount equipment safely (jump and land safely)<br>Travel with skill under, over, through and around equipment<br><br>**Fine Motor Skills**<br><br>Dough disco sessions<br>Opportunities for threading, cutting, weaving, playdough, lego, mobilo etc.<br>Range of mark making opportunities as part of continuous provision<br>Using cutlery either with dough or at lunch<br>Develop small motor skills: beginning to apply more pressure on paper to print<br>Use paintbrushes<br>Use pencils for writing and drawing<br>Teach more letter formation through RWI | **Gross Motor Skills**<br><br>Where appropriate, negotiate space successfully, adjusting speed and changing direction to avoid obstacles<br>Show increasing control over an object: throwing, catching, kicking, passing, batting, aiming<br><br>**Fine Motor Skills**<br><br>Dough disco sessions<br>Opportunities for threading, cutting, weaving, playdough, lego, mobilo etc.<br>Range of mark making opportunities as part of continuous provision<br>Using cutlery either with dough or at lunch<br>Develop small motor skills: beginning to apply more pressure on paper to print<br>Use paintbrushes<br>Use pencils for writing and drawing<br>Follow a line when cutting and have increase control over the scissors | **Gross Motor Skills**<br><br>Use equipment safely<br>Where appropriate, develop over-all body strength, co-ordination, balance and agility and apply in a range of activities<br>Start to develop some hand-eye co-ordination<br>Use core muscle strength to achieve good posture required for sitting at a table to write<br>Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination when playing;<br>Move energetically and competently when running, jumping, dancing, hopping, skipping and climbing<br>Sports Day<br><br>**Fine Motor Skills**<br><br>Continue to develop pencil grip and letter formation<br>Increased accuracy when drawing<br>Cut along a straight line with scissors<br>If able, form letters correctly (lower case and some capital letters)<br>Begin to draw some pictures that are recognisable<br>Begin to colour inside the lines of a picture |

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| *Topic* | *Me, Myself and I* | *Space* | *Far Far Away (Traditional Tales)* | *It's a Wonderful World* | *Transport* |
| **KEY AREA**<br>Literacy<br>*(Using Read, Write Inc.)*<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | | | |
| | **Comprehension**<br><br>Listen to and join in with nursery rhymes and phrases from familiar stories<br>Experience and use new vocabulary<br>Understand print carries meaning and how to handle and read books<br>Talk about characters and events in a story<br>Daily story time and talking about books read with learners<br><br>**Word Reading**<br><br>As per 'Read, Write Inc.' objectives and pre phonics<br>Expose to print through reading corners and reading stories out loud<br>Phonic themed tuff trays daily to promote reading<br><br>**Writing**<br><br>Range of mark making activities available<br>Begin writing own name<br>Writing initial sounds, drawing and labelling family and favourite toys, labelling body parts (own symbols/initial sounds/sounds learnt so far) | **Comprehension**<br><br>Listen to a story and make predictions (Year 2)<br>Expose learners to talk about features of a story – characters, setting, events and make links to own life experiences<br>Respond to 'who, where, what and when' questions linked to text<br>Daily story time and talking about books read with learners<br><br>**Word Reading**<br><br>As per 'Read, Write Inc.' objectives and pre phonics<br>Expose to print through reading corners and reading stories out loud<br>Phonic themed tuff trays daily to promote reading<br><br>**Writing**<br><br>Range of mark making activities available<br>Begin writing own name<br>Writing initial sounds, drawing and labelling family and favourite toys, labelling body parts (own symbols/initial sounds/sounds learnt so far) | **Comprehension**<br><br>Discuss key events and characters in a story (Year 2)<br>With support, retell some parts of a known story<br>Daily story time and talking about books read with learners<br>Respond to more 'who, where, what and when' questions linked to text<br>Be able to choose favourite and familiar books to read with an adult<br><br>**Word Reading**<br><br>As per 'Read, Write Inc.' objectives and pre phonics<br>Expose to print through reading corners and reading stories out loud<br>Phonic themed tuff trays daily to promote reading<br><br>**Writing**<br><br>Range of mark making activities available<br>Begin to form some recognisable letters<br>If appropriate, write own name independently<br>Labelling pictures of familiar items/adults using own labels (may be unrecognisable) | **Comprehension**<br><br>Discuss key events and characters in a story (Year 2)<br>With support, retell some parts of a known story<br>Daily story time and talking about books read with learners<br>Respond to more 'who, where, what and when' questions linked to text<br>Be able to choose favourite and familiar books to read with an adult<br><br>**Word Reading**<br><br>As per 'Read, Write Inc.' objectives and pre phonics<br>Expose to print through reading corners and reading stories out loud<br>Phonic themed tuff trays daily to promote reading<br><br>**Writing**<br><br>Range of mark making activities available<br>Begin to form some recognisable letters<br>If appropriate, write own name independently<br>Labelling pictures of familiar items/adults using own labels (may be unrecognisable) | **Comprehension**<br><br>Discuss key events and characters in a story (Year 2)<br>With support, retell some parts of a known story<br>Daily story time and talking about books read with learners<br>Respond to more 'who, where, what and when' questions linked to text<br>Be able to choose favourite and familiar books to read with an adult<br><br>**Word Reading**<br><br>As per 'Read, Write Inc.' objectives and pre phonics<br>Expose to print through reading corners and reading stories out loud<br>Phonic themed tuff trays daily to promote reading<br><br>**Writing**<br><br>Range of mark making activities available<br>Begin to form some recognisable letters<br>If appropriate, write own name independently<br>Labelling pictures of familiar items/adults using own labels (some recognisable)<br>Beginning with CVC words, start to write words with increasing understanding of phonics, building to write some shorter sentences (Year 2)<br>Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell some CEWs correctly (Year 2) |

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| *Topic* | *Me, Myself and I* | *Space* | *Far Far Away (Traditional Tales)* | *It's a Wonderful World* | *Transport* |
| **KEY AREA** Mathematics *(Following White Rose Maths)*<br><br>*NB: The topics in the grid opposite are taken from the Reception scheme of learning and have been structured to meet the needs of the learners. Hence, Nursery or Year 1 schemes may also be used.*<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | |
| | **Number**<br><br>Rote Counting through songs and rhymes<br>Compare Amounts (equal symbol, equal, more than fewer than)<br>Introduce 0 and 1 (circle, 1p)<br><br>**Numerical Patterns**<br><br>Match, Sort and compare (same/different)<br>Explore Pattern<br><br>**Shape, Space and Measure**<br><br>Talk about measure and patterns | **Number**<br><br>It's me, 1, 2, 3<br>1, 2, 3, 4, 5<br><br>**Shape, Space and Measure**<br><br>Circles and triangles<br>Shapes with 4 sides | **Number**<br><br>Alive in 5<br><br>Mass and capacity<br><br>Compare Size, mass and capacity<br><br>Growing 6, 7, 8<br><br>**Numerical Patterns**<br><br>Length, height and time | **Number**<br><br>Building 9 and 10<br><br>**Shape, Space and Measure**<br><br>Length, height and time (2)<br>Explore 3D Shapes | **Number**<br><br>Number formation<br>To 20 and beyond<br>How many now?<br>Sharing and grouping<br><br>**Numerical Patterns**<br><br>Manipulate, compose and decompose<br>Visualise, build and map<br>Make connections<br><br>**Shape, Space and Measure**<br><br>Visualise, build and map |

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| **KEY AREA**<br>Understanding the World<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | |
| | **People, Culture and Communities**<br>Identify members of their family from photos and learn how they are related.<br>Name and describe people that are familiar to them.<br>Talk about their families – what they do and the places they go with their family.<br><br>**Past and Present**<br>Look at baby pictures and comment on how they have grown and changed<br>Height chart – begin and complete over the year<br>Begin to understand time has a pattern – day, week, month, year and notice changes in our environment throughout the year – use a camera to document changes<br><br>**The Natural World**<br>Learn about the immediate environment using the 5 senses: go on a senses walk around the school grounds and comment on what they can see, hear, smell, touch, taste (snack time) and begin to observe changes<br>Identify the names of the main parts of the body<br>Harvest Festival<br>Planting daffodils<br><br>**RE**<br>Follow the assembly rota for different themed assemblies and expose to different religious beliefs/learning<br><br>**ICT**<br>Follow Computing/ICT MTP document | **People, Culture and Communities**<br>Where do we live on Planet Earth: locate the UK on a globe<br>Learn about the local environment – tuff trays with pictures of places in Bracknell<br>Learn about the important job of an astronaut<br><br>**Past and Present**<br>Explore, through sensory trays, some significant historical people and events; Neil Armstrong and the Apollo Landings; The Mars Rover Landings<br><br>**The Natural World**<br>Learn about our planet<br>Make simple comments on some of the similarities and differences they observe between the 8 different planets in the Solar System<br>Continue to observe and comment on changes in the environment and use a camera to document findings (seasons)<br>Be exposed to changes in environment such as Autumn and Winter changes – crunchy leaves, colder weather etc.<br><br>**RE**<br>Listen to a range of stories from around the world and be exposed to some similarities and differences between communities.<br>Learn about Hinduism – Diwali<br>Christianity – Christmas – The Nativity Story<br>Explore how religious celebrations are celebrated in other countries (eg. Diwali in India)<br><br>**ICT**<br>Follow Computing/ICT MTP document | **People, Culture and Communities**<br>Learn about some important times and celebrations of different cultures in Britain and from around the world:<br>Easter<br>Chinese New Year<br>Look at some traditional tales that may not be from the UK<br><br>**Past and Present**<br>Understand things were different in the past to how they are now by listening to a range of stories and traditional tales<br>Comment on similarities and differences<br><br>**The Natural World**<br>Learn about the properties of some materials – investigate materials to build a house for the little pigs and a cape for Little Red Riding Hood)<br>Continue to observe and comment on changes in the environment and use a camera to document changes (seasons)<br>Exploring our senses – food tasting (CNY)<br>Comment on some of the different features of a polar habitat.<br>Learn some ways that animals have adapted to be able to survive in polar habitats<br><br>**RE**<br>Follow the assembly rota for different themed assemblies and expose to different religious beliefs/learning<br><br>**ICT**<br>Follow Computing/ICT MTP document | **People, Culture and Communities**<br>Have a look at some of the plants and trees growing around school – touching and feeling different types of plants/grasses. Continue to learn about plants/trees that are native to other countries.<br><br>**Past and Present**<br>Over time, observe and comment on the seeds and plants that are growing. Use vocabulary such as taller, shorter, colour names etc.<br><br>**The Natural World**<br>Plant own seeds in the outdoor area/in pots and watch them grow. Different seeds to grow different types of plant<br><br>**RE**<br>Follow the assembly rota for different themed assemblies and expose to different religious beliefs/learning<br><br>**ICT**<br>Follow Computing/ICT MTP document | **People, Culture and Communities**<br>Look at different types of vehicles and the people that drive them in communities. Identify what they wear and how to tell them apart. Look at physical examples of different vehicles. Match some vehicles to where they would be used and what for. Similarly match people to their vehicles. Create a simple science experiment to explore how things work. Set up some ramps at different heights and let the children explore how far a toy car will go when rolled down the ramp. Invite the children to investigate how to make small world vehicles travel further distances.<br><br>**Past and Present**<br>Explore wind-up and remote-controlled vehicles with the children. Talk about how they work and what the children find out as they explore the toys.<br><br>**The Natural World**<br>Provide toy boats or empty plastic cartons in the water tray and encourage the children to explore floating and sinking. Provide plastic blocks or modelling dough for them to place in the boats and explore how much weight they can hold before they sink. Add plastic construction blocks to the water tray and encourage children to build a bridge to help a car drive over a river. Freeze some small toy vehicles into a block of ice and place them in a large activity tray. Encourage the children to 'free' the vehicles. Let them explore the ice by painting it with watercolours, sprinkling it with salt or looking at what happens if they pour warm water onto it or place it in the sun.<br><br>**RE**<br>Follow the assembly rota for different themed assemblies and expose to different religious beliefs/learning<br><br>**ICT**<br>Follow Computing/ICT MTP document |

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| *Topic* | *Me, Myself and I* | *Space* | *Far Far Away (Traditional Tales)* | *It's a Wonderful World* | *Transport* |
| **KEY AREA**<br>Expressive Arts and Design<br><br>**T** – Total Communication<br>**A** – Academic<br>**L** – Life Skills<br>**E** – Employability<br>**N** – Nurture<br>**T** – Therapies<br>**S** – Social Skills | ***Framework:*** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | |
| | **Creating with Materials**<br><br>Begin to experiment with and mix colours to paint<br>Draw self-portraits<br>Develop joining, cutting and sticking skills to create junk models<br>Explore and experiment with different media<br>Develop printing skills using a variety of resources – leaves, vegetables, potato masher<br>Autumn collage<br>Food tuff tray containing harvest food items<br><br>**Being Imaginative and Expressive**<br><br>Join in with role play games and use resources available for props<br>Build models using construction materials<br>Join in with songs<br>Explore sounds and how they can be changed, tapping out simple rhythms<br>Cosmic Yoga | **Creating with Materials**<br><br>Use different textures and materials to create collages of the Planets in the Solar System<br>Design and make rockets<br>Split pin astronauts<br>Christmas decorations<br>Christmas Cards<br>Rangoli artwork<br>Remembrance Day Poppy printing<br>Winter collage<br><br>**Being Imaginative and Expressive**<br><br>Christmas songs and poems<br>The Nativity Story<br>Join in with role play games and use resources available for props<br>Cosmic Yoga | **Creating with Materials**<br><br>Use different textures and materials to make houses for the three little pigs<br>Create split pin puppets of characters<br>Select the tools and techniques they need to assemble materials they are using eg. creating settings of traditional tales<br>Chinese lanterns<br><br>**Being Imaginative and Expressive**<br><br>With adult support, role play traditional tales using props<br>Experiment with different movements and rhythm to create traditional dragon and lion dances<br>Join in with role play games and use resources available for props<br>Cosmic Yoga | **Creating with Materials**<br><br>Create drawings of Spring plants and flowers<br>Create scarecrows to protect plants and flowers in outdoor area<br>Mother's Day Crafts<br>Easter Crafts<br><br>**Being Imaginative and Expressive**<br><br>Cosmic Yoga<br>Join in with role play games and use resources available for props<br>Build models using construction materials<br>Join in with songs<br>Explore sounds and how they can be changed, tapping out simple rhythms | **Creating with Materials**<br><br>Explore and refine a variety of artistic techniques to express ideas and feelings:<br>Explore colour mixing using traffic light colours<br>Manipulate clay to create vehicle sculptures<br>Create split pin cars and trains<br>Cardboard cars with working wheels<br>Car wheel prints across paper<br><br>**Being Imaginative and Expressive**<br><br>Cosmic Yoga<br>Develop storylines when engaged in pretend play<br>Join in with role play games and use resources available for props<br>Look at what drivers of different vehicles wear (police, firemen etc.) and use these in role play<br>Provide audio recordings of vehicle sounds on listening equipment |