



St Aidan's Catholic Primary School
Reception Curriculum Year Plan



R	Connections and Contexts	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Summer 2	<p>Journeys/ Moving On</p> <p>RE- Friends, Our World</p>	<p>Generate original narratives using small world, figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans.</p> <p>Use fine pincer mark-making clay tools with precision.</p> <p>Bounce a ball on the spot or on the move.</p> <p>Roll or throw a ball underarm at a target.</p> <p>Kick a ball at a target or to a friend.</p> <p>Refine and use consistently correct pencil grip and use correct letter formation</p>	<p>Engage in games where different participants have different roles.</p> <p>Know and understand about the factors that support overall health and wellbeing eg toothbrushing, sleep routines etc</p> <p>Articulate and demonstrate handwashing</p> <p>Build strategies to challenge undesirable behaviour towards others.</p> <p>Think about the perspective of others.</p>	<p>Name book characters and describe their qualities. Articulate the dilemmas the characters face.</p> <p>Use the structure of rhyming texts to participate in a recall sections of text.</p> <p>Use Drawing Club to talk about the sequence of and to retell stories</p> <p>ELS scheme- Phonics Phase 4/5</p> <p>Read simple phonically regular captions and sentences. Write short compositions with more than one sentence, capital letters and full stops.</p> <p>Re read what we have written to check that it makes sense.</p> <p>Drawing Club</p> <p>Books</p> <p>'Mr Gumpy's Outing'-John Burningham</p> <p>Pirate Pete/The Train Ride</p> <p>Traditional Tale</p> <p>Jack and the Beanstalk</p> <p>Animation</p> <p>Pink Panther/Wacky Races- See-saw Arkansas Trip</p>	<p>Children to consolidate their understanding of concepts previously taught.</p> <p>To have a deep understanding of Number including composition of each number to 10.</p> <p>Subitise up to 5</p> <p>Know Number bonds to 5 and some to 10, including double facts.</p> <p>Count by rote beyond 20</p> <p>Compare quantities up to 10 in different contexts- recognise greater than, less than and the same as.</p> <p>Notice and articulate patterns up to 10 including odd, even and double facts.</p> <p>Continue and create more complex linear patterns-ABB, ABBC etc and identify its rule.</p> <p>Spot an error in a pattern and correct it</p> <p>Explain whether a circular pattern is continuous or not?</p> <p>Solve a range of jigsaw puzzles with increasing challenge.</p> <p>Sort 2D and 3D shapes according to properties.</p> <p>Select and rotate shapes to fit into a given space and for a given purpose.</p> <p>Use positional language in small world play correctly.</p> <p>Order a short sequence of events.</p> <p>Compare length, weight and capacity using simple non-standard measures.</p>	<p>Describe changes to trees and woodland plants in summer.</p> <p>Continue to nurture and care for our plants and flowers in our environment.</p> <p>Explore what a journey is and what this means to individuals</p> <p>Explore transport journeys and describe similarities and differences- past and present</p> <p>Learn about Amelia Earhart and her achievements</p> <p>Design our own flying machine using many aspects both large and small scale.</p> <p>History Focus</p> <p>Human and Physical Geography</p> <p>Journeys-look at historical figures in history linked to transport eg George Stephenson/Emelia Earhart</p> <p>Holidays and beaches-look at the plastics danger to animals in our seas and oceans, environmental changes.</p> <p>Geography Focus</p> <p>Place Knowledge</p> <p>Holidays- Journeys-look at Hot/ cold places (contrasting environments)</p> <p>Draw information from a simple map</p> <p>Describe differences and similarities between beaches around the</p>	<p>Kapow scheme- Sculpture 3D Creation Station.</p> <p>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.</p> <p>Kapow- DT- Structures-Boats</p> <p>Know how to join materials in an increasing range of ways to create artwork and models with moving parts. Construct collaboratively using a range of materials and resources</p> <p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours</p> <p>Shape and mould wet sand and clay with hand tools to create particular effects.</p> <p>Generate simple oral and enacted narratives with role play props or small world.</p> <p>Use dance gestures and movements to tell a story.</p> <p>Body percussion and instrumental sound effects to tell a story.</p>

							world, using photographs Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish. Learn about Greta Thunberg and her message about environmental change/recycling	
Summer 1	Minibeasts RE- Growing, Good News	Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props. Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Recall and define specialist vocabulary for the half term Answer open ended or speculative questions.	Know and talk about the different factors that support their overall health and well being Join with tape and glue. Control large scale gardening tools including watering cans. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect Control and steer a ball by hand. Aim, roll, track and collect a ball. Continue to refine handwriting skills	Engage in more complex and extended turn taking games Read facial expressions and body language of others and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge. Know and talk about the factors that support overall health and wellbeing eg toothbrushing, sleep routines etc Articulate and demonstrate handwashing	Predict the development of the plot. Empathise with characters. Make links between texts. Use Drawing Club to talk about the sequence of and to re-tell stories Access simple information books. ELS Phonics- Phase 4/5 Write short compositions with more than one sentence and full stops. Continue to re read books for enjoyment and fluency Letter writing focus <u>Drawing Club</u> <u>Books</u> The Very Hungry Caterpillar Martha Maps It Out <u>Traditional Tales</u> 3 Billy Goats Gruff Goldilocks and the 3 Bears <u>Animation</u> Mr Benn the Zookeeper Captain Pugwash Monster Ahoy	Count by rote correctly to 20 and beyond, including from different starting points. Continue to practise subitising arrangements including doubles patterns. Identify when it is appropriate to count and when groups can be subitised. <u>Demonstrate understanding of the composition of 10 by partitioning and recombining</u> <u>and pair wise and five wise patterns on 10s frames</u> <u>Recall and apply double 1 to double 5</u> <u>Recall subtraction facts within 5 and apply</u> <u>Recall evens and odds and apply</u> Order sets of objects, linking this to understanding of the ordinal number system. Make 3D shapes out of 3D shapes Continue to solve an increasingly challenging set of jigsaws Continue to develop copy and creating patterns AB, ABB, ABBC- recognise a deliberate mistake and discuss how to fix it. Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday Daily use of linear calendar	Describe changes to trees and woodland plants in spring and moving onto Summer Look at growing – seeds, plants Know and demonstrate how to grow seeds and care for seedlings. Look at and describe differences between minibeasts found in our garden Where do the minibeasts live?, what do they eat etc Describe and recall the transition from caterpillar to butterfly. History Focus Culture and Celebrations- links with learning about Islam in RE. Geography Focus Place Knowledge Skills Look at life in other countries, food, culture, religion possible African links with RE work /Fr David's work there too.	Make increasingly detailed observational drawings and paintings of natural found objects and living things Look at Matisse's 'Magical Trail'-Tim Hopgood and Sam Boughton- create our own art work like Matisse. Look at texture, colour and shape. Look at Pontillism- George Seurat- create our own minibeast picture using this technique- finger print to begin and then a range of tools- reference to Eric Carle Kapow -Textiles Print accurately with paint to achieve an effect and describe design choices. Select reclaimed materials to collage representationally or with a design idea and explain choices. Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion Call and response songs
Spring 2	Growing and Changing RE- Gathering, Growing	Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or	Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.	Work in a small group on tasks like turn-taking games. Articulate how to solve	Understand cause and effect in books they have heard or read. Predict the	Count forwards and back within 10, continue to consolidate cardinality within 10, using the larger numbers. Count beyond 20.	Look at growing – seeds, plants Know and demonstrate how to grow seeds and care for seedlings.	DT-Kapow scheme of work- Structures-Junk Modelling, see separate planning Make considered choices to create

	<p>Easter Story and Traditions</p>	<p>speculative questions.</p> <p>Teach new skills to others verbally and by demonstration. Build a repertoire of problem solving words and phrases – ‘because’, ‘I thinit’s...’, ‘You could...’, ‘Maybe we should...’ etc.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Control small games equipment when transporting, collecting and throwing.</p> <p>Travel across more complex obstacle courses including changes of height.</p> <p>Continue to develop and refine handwriting skills</p>	<p>simple problems.</p> <p>Articulate and demonstrate handwashing</p> <p>Choose ingredients suited to a healthy snack.</p> <p>Show resilience and perseverance during a challenge</p> <p>Talk about the factors that support overall health and wellbeing eg toothbrushing, sleep routines etc</p>	<p>endings of books.</p> <p>The most complex nursery rhymes. Word play songs.</p> <p>Use Drawing Club to talk about the sequence of and to re-tell stories</p> <p>ELS Phonics Phase 3</p> <p>Write simple sentences with regular words ,including those with digraphs.</p> <p>Re read books to build up fluency, understanding and enjoyment</p> <p>Drawing Club</p> <p>Books</p> <p>Jasper’s Beanstalk</p> <p>Easter Story</p> <p>Traditional Tale</p> <p>‘The 3 Little Pigs’</p> <p>The Enormous turnip</p> <p>Animation</p> <p>Magic Roundabout Bubbles</p>	<p><u>Demonstrate understanding of the composition 7 to 10 by pair wise and five wise patterns on 10s frames.</u></p> <p><u>Composition of odd and even numbers</u></p> <p><u>Begin to link even numbers to doubles</u></p> <p><u>Subitise to 5. Explore symmetrical patterns, linking this to doubles.</u></p> <p>Select, rotate and manipulate shapes to copy increasingly complex pictures and patterns.</p> <p>Designs with 2D shapes – problems and properties.</p> <p>Sort 2D shapes according to properties.</p> <p>Continue to solve a range of increasingly challenging jigsaws.</p> <p>Make comparison of length and height using non-standard measures.</p> <p>Continue to develop copy and creating patterns AB,ABB,ABBC- recognise a deliberate mistake and discuss how to fix it.</p> <p>Narrate the pattern of a week using the names of the days.</p> <p>Daily use of our linear calendar</p>	<p>Plant a broad bean and watch it grow, learn how to care for it, place beans also in clear window planters in order to name roots and shoots</p> <p>Plant cress seeds and watch their growth- understand how to care and grow the seeds to fruition</p> <p>Describe how people/pets change in the first four years of life. Identify similarities and differences between four year olds and adults. Describe how people grow up and change</p> <p>Tell the story of the life of David Attenborough associated with plants and animals.</p> <p>Place Knowledge</p> <p>Contrasting environments- look at rural areas and urban areas.</p> <p>Look at the main city where we live , name it, the river Tyne.</p> <p>Look at and name the capital city in our country of the UK London.</p>	<p>mixed media or relief design in clay.</p> <p>Know how to join materials in an increasing range of ways to create artwork and models with moving parts.</p> <p>Explore features of the natural world and use a range of media to create observational drawings –eg daffodil, runner bean plants.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p>
<p>Spring 1</p>	<p>Space</p> <p>RE- Celebrating, Gathering</p>	<p>Tell entire familiar stories using sequenced illustrations as prompts.</p> <p>Play with words and “funny” rhymes, including “add your own word” rhymes.</p> <p>Participate in very familiar stories as choric speech between narrator and characters.</p> <p>Engage in non-fiction books</p> <p>Add connectives on the end of simple responses , add one idea to another.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Travel across simple obstacle courses and work collaboratively to create a simple course together.</p> <p>Develop and refine a range of ball skills: throw, catch, kick and pass</p> <p>Continue to develop and refine handwriting skills</p>	<p>Articulate the rationale for school regimes and expectations.</p> <p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate and demonstrate handwashing</p> <p>Moderate own feelings socially and emotionally</p> <p>Articulate simple problem solving approaches.</p> <p>Make healthy snacks.</p>	<p>Recall key elements of books they have heard and read. Express preferences for books.</p> <p>Re read books to build up fluency and enjoyment</p> <p>Learn word play rhymes and more complex nursery rhymes.</p> <p>Use Drawing Club to talk about the sequence of and to re-tell stories</p> <p>ELS Phonics- Phase 3</p> <p>Read simple phonically regular captions and sentences.</p> <p>Read common</p>	<p>Count forwards and back within 10</p> <p>Continue to to develop object counting skills</p> <p><u>Ordering numbers – link cardinal and ordinal numbers</u></p> <p><u>Composition of numbers to 5 and then 6, partitioning and recombining</u></p> <p><u>Subitise to 5- including structured and random arrangements. Match arrangements to finger patterns.</u></p> <p>Narrate the pattern of a week using today, tomorrow, yesterday</p> <p>Continue to develop copy and creating patterns AB,ABB,ABBC- recognise a deliberate mistake and discuss how to fix it.</p> <p>Solve a range of jigsaw puzzles</p>	<p>Describe changes to trees and woodland plants in winter.</p> <p>Learn about space and space travel</p> <p>Talk about the lives of the people around them associated with Space and their roles in society eg Astronauts and Neil Armstrong, especially Katherine Vaughan- American Mathematician who helped develop space travel .</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Describe and re-enact traditions from Chinese</p>	<p>Continue-Kapow-Painting and Mixed media-Paint my world</p> <p>Create new colours by layering and overlapping blue, green, and white translucent materials</p> <p>Continue to investigate colour mixing with Herve Tullet-Mix it up- focus on wintery colours blue, purple, green, white</p> <p>Learn about Vincent VanGogh- Night Sky- paint/draw our own interpretations using this style.</p> <p>Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</p> <p>Retell episodes from a known story in role or small world play.</p> <p>Pitch match during sections then whole</p>

					<p>exception words linked to phonics programme</p> <p>Write a simple sentence with regular words ,including those with digraphs.</p> <p><u>Drawing Club</u></p> <p><u>Books</u></p> <p>Aliens Love Underpants</p> <p>Whatever next?</p> <p><u>Traditional tales</u></p> <p>The Magic Porridge Pot</p> <p>Rumpelstiltsk in</p> <p><u>Animation</u></p> <p>Roadrunner Chariots of Fur</p> <p>Willo the whisp the thoughts of Moog</p>	<p>Compare length/capacity</p> <p>Daily use of linear calendar</p> <p>Compose and decompose shapes to recognise a shape can have other shapes within it- Design with 2D shapes. Make 2D shapes out of other 2D shapes-</p>	<p>New Year celebrations and that some people celebrate special times in different ways.</p> <p>Name some other special buildings in our community and explain their function through role play and small world re-enactment.</p>	<p>melodies of four line songs.</p> <p>Imitate more complex rhythm patterns with tapping instruments.</p> <p>Dance with large arm movements using props – ribbon and fabric-learn a Chinese Dragon dance and create our own props to match.</p> <p>Listen to and interpret music from the Holst-Planet Suite through art and dance.</p>
Autumn 2	<p>Pets</p> <p>RE- Welcome, Birthday</p> <p>Christmas Story and Traditions</p>	<p>Tell entire familiar stories using sequenced illustrations as prompts.</p> <p>Secure more complex rhymes</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask "Tell me more" to extend responses.</p> <p>Formulate and respond to "Why?" and "How/" questions.</p> <p>Engage in non-fiction books related to topic and personal interests.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack, aligning, balancing with magnetic joints</p> <p>Join and separate small construction kit components by clicking and twisting.</p> <p>Dig with trowels and hand forks</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Cut and turn along outlines with increasing control and accuracy.</p> <p>Continue to use a range of resources to develop fine motor skills: thread objects onto string, put pegs in boards, pick up small objects using tweezers.</p> <p>Travel in different ways with control and co-ordination.</p> <p>Develop overall upper body strength</p> <p>Jump in different ways.</p> <p>Develop correct letter formation and handwriting</p>	<p>Follow wider school regimes</p> <p>Articulate and demonstrate handwashing</p> <p>Work in pairs to succeed in a challenge.</p> <p>Work in a small group on tasks like turn-taking games, with an adult.</p> <p>Perform confidently to an audience in simple adult structured presentation.</p> <p>Begin to identify their own feelings</p>	<p>Grasp and use a wider range of structures in books and use these to aid participation.</p> <p>Look for cues in illustrations.</p> <p>Memorise and perform more complex action rhymes and nursery rhymes.</p> <p>Use Drawing Club to talk about the sequence of and to re-tell stories</p> <p>ELSPhonics - Phase 2 /begin Phase 3</p> <p>Use some letters in sequence to convey meaning, including CVC words,ie blending</p> <p>Begin to break speech into words when spelling and writing.</p> <p>Write labels, lists and captions.</p> <p><u>Drawing Club-</u></p>	<p>Sort by one criterion. Recognise the odd one out in a set. Compare sets by matching and that they contain the same number and are equal amounts.</p> <p>Count backwards within 10, understanding the number before and counting back from a given number</p> <p><u>Number composition/cardinality of 5.- link to dice patterns.5 fingers on 1 hand.</u></p> <p><u>Explore wholes and parts within 5</u></p> <p><u>Subitising to 5</u></p> <p>Positional language with 3D shapes</p> <p>Qualitative comparison of weight and capacity.</p> <p>Make AB transient linear pattern with varying rules and objects, recognise a deliberate mistake and discuss how to fix it.</p> <p>Solve a range of jigsaw puzzles</p> <p>Narrate the pattern of a day</p> <p>using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time</p> <p>Daily use of linear calendar</p>	<p>Know and demonstrate how to plant bulbs. Predict how it will grow.</p> <p>Understand the effect of the changing season from Summer to Autumn then onto Winter.</p> <p>Describe family Christmas traditions</p> <p>Understand different traditions around the world, drawing on nationalities of children in class where appropriate.</p> <p>Describe features of nocturnal animals (echolocation etc) and talk about nocturnal animals in our locality – hedgehogs</p> <p><u>Locational Knowledge</u></p> <p><u>Skills</u></p> <p>Navigate our school environment/mediate environment. Look at a simple map of our school building and follow a simple route map to eg the dinner-hall –take photo's of our</p>	<p><u>Kapow- Painting and Mixed media-Paint my world</u></p> <p><u>Kapow-Seasonal Project</u></p> <p>Create new colours – Autumn Theme- by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects. Look at Herve Tullet –Mix it up book and create together using different colours and techniques.</p> <p>Locate and reproduce geometric patterns in the urban environment.</p> <p>Look at the artist Georgia O’Keeffe in essence of Remembrance Sunday and emulate our own interpretations of her work ,with emphasis on the Poppy flower.</p> <p>Manipulate tools to shape clay and talk about the effects eg when creating our Bambinelli</p> <p>Generate short narratives about the environment using small world props.</p> <p>Mark the beat and imitate rhythms with tapping and striking instruments.</p> <p>Perform a small repertoire of short repetitive songs.</p>

					<p>Books- Dear Zoo</p> <p>'Brown Bear, Brown Bear What Do You See?'</p> <p>Traditional Tales</p> <p>The princess and the Pea</p> <p>Rapunzel</p> <p>Animation</p> <p>Bagpuss and the Old Man's Beard</p>		<p>school buildings as we go on our weekly walks around the school grounds.</p> <p>Human Geog.</p> <p>Look at Special buildings where we live ,where the Library is, the local shops , Church and explain their function through role play and small world re-enactment.</p> <p>Recognise that some people have different beliefs and celebrate special times in different ways.</p> <p>Recycle household waste, describing original use and new uses- eg in our classroom make a model from junk materials.</p>	<p>Know further action songs and story ring games by heart.</p>
Autumn 1	<p>Me, My Family and My Home</p> <p>RE- Myself, Welcome</p>	<p>Follow adult cues to listen.</p> <p>Know behaviours for successful listening.</p> <p>Participation in predictable texts eg Traditional Tales</p> <p>Tell entire familiar stories using sequenced illustrations as prompts.</p> <p>Engage in story time to develop vocabulary and the meaning of new words.</p> <p>Engage in fiction and nonfiction books to develop awareness of stories and facts.</p> <p>Recall a range of simple nursery rhymes.</p> <p>Ask either/or questions.</p> <p>Participate in adult narration of independent learning.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Stack, align and balance blocks of different shapes and sizes</p> <p>Cutting along lines, Cut along straight and wavy lines to practise and develop cutting skills.</p> <p>Use a range of resources to develop fine motor skills: thread objects onto string, put pegs in boards, pick up small objects using tweezers.</p> <p>Hand action songs</p> <p>Continue to develop core, upper arm and shoulder strength</p> <p>Move safely in a large space, negotiating obstacles</p> <p>Develop overall body strength</p> <p>Revise skills: rolling, crawling, walking, jumping, running, hopping, climbing.</p> <p>Change direction. Stop quickly.</p> <p>Develop correct letter formation and handwriting including the initial sound in our own name.</p>	<p>Follow classroom routines including self-help with clothing.</p> <p>Follow classroom expectations.</p> <p>Articulate and demonstrate handwashing .</p> <p>Distinguish between healthy food choices and special treats.</p> <p>Define what makes me special</p> <p>Build a vocabulary around feelings.</p> <p>To see self as a valuable individual</p> <p>Have a developing understanding of the diversity of family units through shared discussions with others.</p>	<p>Develop book-like vocabulary and language structures through hearing patterned texts.</p> <p>Participate in, memorise and perform simple action rhymes.</p> <p>ELS Phonics- revise phase 1 alongside introducing - Phase 2 letter sounds.</p> <p>Use Drawing Club to talk about the sequence of and to re-tell stories</p> <p>Form recognisable letters correctly.</p> <p>Use marks or some letters for meaning.</p> <p>Write labels.</p> <p>Drawing Club -</p> <p>The Colour Monsters</p> <p>-Room on the Broom- Julia Donaldson</p> <p>Traditional Tales: The Little Red Hen</p>	<p>Count forwards and backwards to 5 then 10, naming the number after and counting on from a given number.</p> <p>Practise and develop counting knowledge through rhymes and songs.</p> <p><u>Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10</u></p> <p><u>Number composition to 4</u></p> <p><u>Subitise to 3, represent quantities on fingers.</u></p> <p><u>Recognise commonality and make sets.</u></p> <p>Use language of more than, fewer than. Compare sets by just 'looking'.</p> <p>Qualitative comparison of length and height</p> <p>Talk freely and explore 2D and 3D shapes and their properties</p> <p>Select shapes appropriately and combine shapes to make new ones</p> <p>Understand positional language and describe a familiar route eg Rosie's Walk story</p> <p>Complete AB visual linear patterns</p> <p>Solve a range of jigsaw puzzles</p> <p>Begin to narrate the pattern of the school day using now, next,</p>	<p>Learn about the plants in our garden and how to take care of them.</p> <p>Describe what we can see, hear and feel outside using all of our senses.</p> <p>Name and describe the people who are familiar to them.</p> <p>Know that children were babies in the past.</p> <p>Know that adults were children in the past.</p> <p>Know that adults can remember things from the past.</p> <p>Talk about family members. Learn about 'past' and 'present'. Talk about how we have grown from babies to children/adults. Develop an awareness of a timeline to mark changes over time.</p>	<p>Stack, align and balance with bricks and blocks on a range of scales.</p> <p>Kapow- Drawing- Marvellous Me</p> <p>Draw familiar people from memory, with attention to detail.</p> <p>Look at ourselves and manipulate felt pen with control to create representational self portrait.</p> <p>Create facial features/funny faces using natural materials</p> <p>Enact domestic routines and brief family narratives using props in class role play area</p> <p>Mark the pulse of pieces of music using body percussion- Charanga music scheme</p> <p>Copy, memorise and perform a repertoire of simple hand-action songs.</p>

					The Gingerbread Man <u>Animations</u> BANANAMA N MEETS DR GLOOM	after playtime, after lunch, before hometime etc- use of linear calendar daily		
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