

EAD/Art and Design

Develop their small motor skills so that they can use a range of tools and techniques competently.

Developing ideas - they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function/constructs with a purpose in mind using a variety of resources.

Mastering Techniques/Collage – manipulate materials to achieve a planned effect/experiments to create different textures

Printing – use simple tools and techniques competently and appropriately

Drawing – create representations of objects/understand they can use lines and then use these to represent objects

UTW/RE

Continue to build up a positive attitude about difference between people.

Understanding beliefs and teaching - describe key aspects of a festival - name artefacts.

Recognise and describe special events for family or friends

Describe special times for family

Understanding practices & lifestyles – know similarities/differences between different religious communities in this country

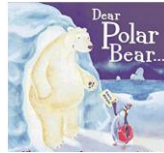
Know some similarities and differences between different religious cultural communities in this country, drawing on their experiences and what has been read in class.

Recognise that people have different beliefs and celebrate special times in different ways.

Understand values – begin to know about their own cultures and those of other people

Reflect – listen to stories from other communities and respond

Dear Polar Bear



(Spring 1)

Year R

Visitors

Postman

Possibilities

Cooking – soup

PD

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

UTW/Science

Working scientifically - Question why things work

Talk about how things work.

Talks about why things how happen and how things work

Explore how & why things work.

Comments and asks questions about aspects of their natural world.

Observe using simple equipment.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Explore the Natural World Around them

Describe what they see, hear, and feel whilst outside.

Control/operate simple equipment

Perform simple tests

Use all their senses in hands-on exploration of natural materials.

Investigating places – talk about some of the things they have observed/ talk about changes/

Show care and concern for living things.

Investigating Pattern – know about similarities and differences in relation to places/communicate geographically – using new vocab

Science – realise tools can be used for a purpose)

UTW/Geography

Investigating places – talk about some of the things they have observed/ talk about changes.

Introduced to globes/talk about some of the things they have observed.

Know about similarities and differences in relation to places/communicate geographically – using new vocab

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P.E -Dance

Use large-muscle movements to wave flags and streamers.

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Explore and engage in dance performing solo or in groups.

Combine different movements with ease and fluency.

Progress towards a more fluent style of moving, with developing control and grace.

Watch and talk about dance and performance art, expressing their feelings and responses.

Move in time with music.

PSHE – following the PSHE matters scheme

EAD/Music -

Describe Music- talk about music they have heard.

Perform – play a range of tuned percussion instruments.