

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fairy Tales	Colour	Water	Eggs	Pirates	Holidays
Communication and Language	<p>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, storytelling 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. (EYFS statutory framework 2025)</p> <p>ELG: Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
	<p>Practise good sitting and listening skills. Listen and respond to a range of stories, including fairy tales. Retell known fairy tales. Learn and use the language of fairy tales, new science words, etc. Share Tapestry posts. Speak in full sentences.</p>	<p>Carpet time – sit for a little longer. Listen carefully, including listening and responding to poems. Share opinions – <i>favourite colours</i>. Learn and use new vocabulary. Talk about Tapestry posts - in full sentences. Be a part of our school Christmas</p>	<p>Listen to and follow instructions (sandwich making). Ask and answer questions to check understanding or find out more, for example, <i>why didn’t the seagulls like mustard sandwiches?</i> Learn songs – for example, <i>the water cycle song</i>. Learn and use new vocabulary.</p>	<p>Listen carefully and respond to non-fiction (dinosaurs). Learn and use new vocabulary. Use talk to explain thinking and make predictions – <i>what could be inside our ‘odd egg’?</i> Use the past tense to talk about dinosaurs, for example, <i>it <u>had</u> a long neck</i>.</p>	<p>Listen attentively and respond appropriately in a range of interactions. Continue to learn and use new vocabulary. Learn a song about oral hygiene. Continue to share and talk about tapestry posts.</p>	<p>Articulate ideas and thoughts in well-formed sentences – memories of our Reception year. Use new vocabulary in different contexts. Continue to share and talk about Tapestry posts. Make our own stick puppets based on Punch and Judy. Can we ‘perform’ something?</p>

	Share opinions – <i>I like/dislike (food)</i> Drama work – The Enormous Turnip . Introduce carpet partners – <i>tell your partner...</i>	performance – listening to others and speaking/singing.	Talk about Tapestry posts – describe what they are doing.	Listening carefully and responding to dance instructions. Talk about Tapestry posts – can they explain what they are doing using <i>because</i> .		
PSED	<p>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.</p> <p>ELG: Self-regulation.</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing self.</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building relationships.</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others’ needs. 					
	Relationships: Our class charter – class rules/routines. Social skills – sharing, turn taking, kindness.	Relationships: Managing feelings. Understanding the feelings of others – kind and unkind behaviour.	Living in the wider world: People that help us in our community. Visit? CW vets or the library? (U the W link).	Living in the wider world: Looking after people, living things and the environment. How can we look after our egg?	Health and wellbeing: Support children to develop good personal hygiene, including oral health (link to pirates).	Health and wellbeing: What our bodies need to stay healthy – appropriate clothing (summer).

	Families and friendships, our class, sense of belonging. Importance of washing hands. Healthy eating at school – water, milk, fruit time. Vegetables (soup)	Respecting ourselves and others, working together (link to The Crayon Box that Talked). Resolving conflict. What our bodies need to stay healthy – appropriate clothing (winter).	Healthy eating - packed lunch (link to The Lighthouse Keeper's Lunch). <i>Make our own sandwich.</i>	Continue supporting children to understand healthy eating – eggs – <i>make an omelette.</i>	Continue to support children to understand what their bodies need to remain healthy.	Sun awareness and safety in the sun. Importance of water safety. Transition – managing feelings associated with change. New activities: Sports Day Class trip.
Physical Development Throughout the year: Big bikes and scooters on the playground. Timber trail and climbing equipment on the field. GoNoodle guided dance time daily.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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. ELG: Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 					
Cosmic kid's yoga.	Gross Motor Skills Changing for PE. Zipping up coats. Moving around safely – lining up. Parachute games.	Gross Motor Skills Continue Gymnastics – fun gym shapes.	Gross Motor Skills Continue Games Fundamentals Unit 1. Gymnastics – move and hold.	Gross Motor Skills Continue Gymnastics – move and hold. Dance – BBC Let's Move: Eggs.	Gross Motor Skills Dance – BBC Let's Move: Pirates. Games Fundamentals Unit 2	Gross Motor Skills Sports Day multi-skills. Continue Games Fundamentals Unit 2.

	<p>Gymnastics – fun gym shapes. Experimenting with different ways of moving and making different body shapes. Introduce GoNoodle daily dance. Fine motor skills Funky fingers activities. Loose parts. Playdough. Mark making. Construction Printing with chunky vegetables. Begin to use scissors – scissor ‘assessment’ – leaf. Learning how to draw a person (self-portrait). Computing – start to use Mini-mash on the IWB – drawing skills, using their fingers on the touch screen to ‘paint’ a picture. Use Fairy Tales and</p>	<p>Games Fundamentals unit 1. Using apparatus and equipment safely. Fine motor skills Funky fingers activities. Loose parts. Playdough. Construction. Printing with pipe cleaners. Developing fine motor skills using paintbrushes, etc. Autumn leaves natural weaving. Jigsaw puzzles. Begin to use the tripod grip effectively. Computing - Continue Mini mash activities on the IWB. Use Colour and Christmas ‘topics’. Introduce the desktop computer and using a</p>	<p>Balancing skills on and off apparatus. Using equipment – beanbags and balls. Fine motor skills Funky fingers. Loose parts. Playdough. Construction. Teach letter formation (outside of Phonics lessons) using LW sheets and a pencil – curly caterpillar letters. Scissors – making small cuts – make a paper snowflake. Use pipettes to drop coloured water onto spots. Use a knife to make a jam sandwich – spreading and cutting. Computing - Continue Mini mash activities on the IWB. Use the Winter topic. Introduce bee-bots (Robots). Internet Safety Day.</p>	<p>Dance related activities – moving to music (linked to topic). Fine motor skills Funky fingers. Loose parts. Playdough. Construction. Continue to teach letter formation – ladder letters. Picking up pasta to make a dinosaur skeleton. Computing - Continue Mini mash activities on the IWB. Use the dinosaurs topic.</p>	<p>Dance related activities – moving to music (linked to topic). Whole school Ascension Day walk up Hoad. Fine motor skills Funky fingers. Loose parts. Playdough. Construction. Continue to teach letter formation – one armed robot letters. Revisit drawing a person (pirate) – with increased accuracy. Computing - Continue Mini mash activities on the IWB. Use the Pirates ‘topic’ and introduce photography using the Mashcams activity.</p>	<p>Fine motor skills Funky fingers. Loose parts. Playdough. Construction. Continue to teach letter formation – zigzag monster letters. Draw recognisable pictures. Colour inside the lines of a picture. Computing - Continue Mini mash activities on the IWB. Use the Summer ‘topic’.</p>
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	Autumn 'topics' on Mini-mash. Introduce using PM with their own login.	computer mouse. Keyboard skills.				
Literacy	<p>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).</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 					
	Baseline assessments. Comprehension Listen to and join in with nursery rhymes and	Comprehension Listen to stories and make predictions. Respond to questions linked to a story, for	Comprehension Thinking about word choice – what words make us feel cold? Begin to understand that	Comprehension Talk about our ideas – predict what might be inside our odd egg.	Comprehension Identify features of a book and their purpose: front cover, title, blurb, illustration, illustrator.	Comprehension Answer questions about a text. Responding to what is heard with relevant comments,

	<p>phrases from familiar stories. Introduce reading books – how to handle, understand print carries meaning. Discuss books we have read, including wordless books. Talk about characters and events in a story – fairy tales. Sequencing main events.</p> <p>Writing Give meaning to marks. Use talk to link ideas. Name writing, writing initial sounds, drawing and labelling family. Letter formation. Simple speech bubble – Little Red Hen.</p>	<p>example, what, where, who, when. Learn about the beginning, middle, end of a story – Elmer.</p> <p>Writing Continue letter formation. Start to write labels, captions and sometimes simple sentences linked to texts read. With support, write a sentence about our half term holiday. List writing (Santa)</p>	<p>there are differences in the structure of fiction and non-fiction books.</p> <p>Writing Begin to learn the features of a super sentence including capital letters, full stop and finger spaces. Write a sentence about the Christmas holidays. Write a fact about a whale. Learn how to write simple instructions (how to make a mustard sandwich). Revise speech bubbles but this time use own ideas for what words are being spoken.</p>	<p>Access non-fiction books independently. Say how we feel about stories – parts of the story we liked/disliked, plus how a character might feel. (Dinosaur Chase). Also World Book Day activities.</p> <p>Writing Continue to use the features of a super sentence when writing, including writing on the line. Half term holiday writing. Describing our odd egg in one sentence using ‘and’. Predict what might be inside our dinosaur egg. Dinosaur fact files: dinosaur labelling and writing facts about dinosaurs.</p>	<p>Respond to why questions about a text, for example, why is he looking for pirates? (The Pirates are coming)</p> <p>Writing Continue to use the features of a super sentence. Can children reread their sentence? Easter holiday sentence writing. Describing a pirate. What can I see through a telescope. Write a simple letter. Write a message in a bottle.</p>	<p>questions and reactions. Retell the main events of a text in the correct sequence sometimes including new vocabulary.</p> <p>Writing As far as possible, write sentences independently. Half term holiday writing List of what you would want to do on holiday. Describing a scene in a story. Write a postcard. Write a recount (school trip). Reception memories and end of year review.</p>
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Key texts	The Frog Prince, Jack and the Beanstalk, The Gingerbread Man, Goldilocks and the Three Bears, The Enormous Turnip. The Little Red Hen. Poem: Bread	Elmer the elephant Brown bear, brown bear The Princess and the Wizard The mixed-up chameleon Poems: What is pink? and The Crayon Box that talked Christmas stories.	Jolly Snow Mrs Lather's Laundry The River: An epic journey to the sea Big Blue Whale The Lighthouse Keeper's Lunch The Lighthouse Keeper's Picnic	The Odd Egg Non-fiction books about dinosaurs. Dinosaurs Galore Dinosaur Chase Dinosaurs and all that Rubbish Rosie's Walk	The Lighthouse Keeper's Breakfast The pirates are coming The Pirates next door The Night Pirates	What the ladybird heard on holiday The Snail and the Whale Emma Jane's Aeroplane At the Beach Grandad's Camper
Phonics (Word Reading) Little Wandle	Word reading <i>LW Rhyme Time.</i> <i>LW Phase 2</i> <i>Autumn 1.</i> Introduce reading groups and individual reading when ready.	Word reading <i>LW Phase 2</i> <i>Autumn 2.</i> Continue reading groups (decoding, prosody, comprehension) and individual reading if necessary.	Word reading <i>LW Phase 3 Spring</i> <i>1.</i> Continue reading groups (decoding, prosody, comprehension).	Word reading <i>LW Phase 3 Spring</i> <i>2.</i> Continue reading groups (decoding, prosody, comprehension).	Word reading <i>LW Phase 4</i> <i>Summer 1.</i> Continue reading groups (decoding, prosody, comprehension).	Word reading <i>LW Phase 4</i> <i>Summer 2.</i> Continue reading groups (decoding, prosody, comprehension).
Maths	<p>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.</p> <p>ELG: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. 					

	<ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubles facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the patter of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally. 					
White Rose Maths	<p>Getting to know you: Key times of day and class routines, where do things belong?</p> <p>Baseline assessments.</p> <p>White Rose units: <i>Match, sort and compare. Talk about measure and patterns. It's me – 1, 2, 3 (start).</i></p>	<p>White Rose units: <i>It's me 1, 2, 3 continued. Circles and triangles. 1, 2, 3, 4, 5. Shapes with 4 sides.</i></p>	<p>White Rose units: <i>Alive in 5. Mass and capacity. Growing 6, 7, 8.</i></p>	<p>White Rose units: <i>Length, height and time. Building 9 and 10. Explore 3D shapes.</i></p>	<p>White Rose units: <i>To 20 and beyond. How many more? Manipulate, compose and decompose.</i></p>	<p>White Rose units: <i>Continue Manipulate, compose and decompose if needed. Sharing and grouping. Visualise, build and map. Make connections.</i></p>
Understanding the World	<p>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.</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 					

	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
The Natural World	<p>Introduce our weather chart.</p> <p>Senses walk around our school grounds.</p> <p>Life cycle of a bean.</p> <p>Plant beans.</p> <p>Seasonal changes – Autumn.</p> <p>Explore our school field. Begin to observe changes.</p> <p>Exploring vegetables.</p> <p>Porridge investigation.</p> <p>Baking <i>gingerbread people, bread.</i></p>	<p>Learn about animals – nocturnal animals, hibernation, camouflage.</p> <p>Hibernation investigation – how animals keep warm.</p> <p>Mammals and reptiles.</p> <p>Changing states of matter – observing melting chocolate (<i>edible sparklers</i>).</p> <p>Baking <i>rainbow smarties cookies.</i></p>	<p>Changing states of matter – water and ice (investigation).</p> <p>Seasonal changes – winter.</p> <p>Learn about a simple water cycle.</p> <p>Learn about underwater habitats and creatures that live there.</p> <p>Investigate how plants use water (celery investigation).</p>	<p>What animals lay eggs?</p> <p>Dinosaurs:</p> <p>Herbivores, carnivores and omnivores.</p> <p>Fossils.</p> <p>Seasonal changes – Spring.</p> <p>Growth – life cycle of a hen.</p>	<p>Observing shadows – link to The Night Pirates.</p> <p>Sorting materials – link to pirate treasure.</p> <p>Floating and sinking investigation – different types of material that float or sink.</p> <p>Pirate sail investigation – what material makes the best sail for a pirate boat?</p>	<p>Seasonal changes – Summer.</p> <p>Make observations and learn about some minibeasts – Ladybirds and snails.</p> <p>Animals in Australia – different animals live in different habitats (linked to Emma Jane's Aeroplane).</p>

			Making <i>jelly</i> – observing changing states.			
People, Culture and Communities	Talk about their families and the places they may go. Compare families. Harvest Festival. Where food comes from. Hinduism – Diwali – The story of Rama and Sita.	Celebrations – birthdays, Advent, Christmas, etc.	What do we use water for? Where do we find water in our world? Where we live (Ulverston), can we find water in our immediate environment?	Celebrations of different cultures in the UK - Chinese New Year. Easter.	Where in the world – look at oceans of the world. Compass directions – N, S, E, W. What is an island? Where is Ulverston? Introduce a UK map.	Where in the world – countries and famous cities linked to stories read, beginning with London. How life may be different in other countries - Similarities and differences between England and Australia.
Past and Present	Look at baby pictures and how they have grown and changed.	Begin to develop an awareness of historical events: Bonfire night, Remembrance Day.	Use stories to talk about the past (laundry washing) – similarities and differences to today. Talk about Ulverston canal – how was it used in the past. Lighthouses – how have they changed over time?	Shrove Tuesday – <i>make pancakes</i> . Consider how different the world was when dinosaurs existed and understand that they were alive a very long time ago.	What is a pirate? What were pirate ships like? Famous pirates – for example, Blackbeard, Anne Bonny, and Captain Kidd – not all pirates were men! How did pirates used to eat – making <i>pirate hardtack biscuits</i> .	Make observations about seaside holidays today and long ago. Punch and Judy shows.
Expressive Art and Design	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,					

<p>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.</p> <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move with music. 					
<p>Finger printing – name display. Draw and paint self-portrait. Develop cutting skills – leaves. Develop joining, cutting and sticking skills with junk modelling – baby bear’s bed. Bear mask making. Develop printing skills – vegetables. Use clay to make Diva lamps for Diwali.</p> <p>Charanga unit ME!</p>	<p>Develop printing skills – use pipe cleaners for a fireworks picture. Remembrance Day poppy finger printing. Mixing colours. Artist: Kandinsky Paint a chameleon for camouflage. Tissue paper collage - Elmer suncatcher (calendar) . Salt dough Christmas tree decorations. Christmas cards.</p> <p>Charanga unit: MY STORIES</p>	<p>Make a rain stick from milk bottles. Winter wax resistance paintings using wax crayons and watery paint. Explore different textures and materials to create a collage based on ‘The River’. Design and make a model lighthouse.</p> <p>Charanga unit EVERYONE.</p>	<p>Make Paper Mache dinosaur eggs to hatch. Pasta dinosaur skeletons. Observational drawings of fossils using art pencils. Salt dough dinosaur footprints. Observational drawings of daffodils.</p> <p>Mother’s Day cards . Easter cards. Paper plate Easter baskets.</p> <p>Charanga unit: OUR WORLD</p>	<p>Paper plate pirate crew. Draw a pirate. Make our own pirate flags. Create an ‘old’ pirate treasure map. Pirate day!</p> <p>Sing a pirate sea shanty.</p> <p>Charanga unit: BIG BEAR FUNK</p>	<p>Ladybird lollipop puppet. Observational drawing –ladybird. Creating spirals – link to snails. Observational drawings of shells using chalks. Make a paper aeroplane (‘Emma Jane’s Aeroplane’) Punch and Judy puppets – split pins.</p> <p>Charanga unit: REFLECT, REWIND AND REPLAY</p> <p>Learn, rehearse and perform a song to</p>

	Learn a song for our Harvest Festival.	Learn, rehearse and perform songs for our school Christmas performance.				the Year 6s in their Leaver's Assembly.
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