Walsh Memorial CE Infant School EYFS Yearly Plan 2022 - 2023



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes but could be modified based on own interests	Marvellous Me and celebrations	Once upon a time	Superheroes and People who help Lunar New Year	Ticket to ride!	Amazing Animals! Superheroes	Fantastic creatures and The sea
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases Listen carefully to	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have</i> <i>developed a deep familiarity with</i> <i>the text; some as exact repetition</i> <i>and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different</i> <i>contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Use new vocabulary through the day	Learn rhymes, poems, and		•	bout stories to build familiarity and under	standing.
<text></text>	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co- operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i>	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
Jigsaw	Being me in my world	Celebrating difference (including bullying)	Dreams and goals	Healthy me	Relationships	Changing me



	Kan Outstien Ed.	Kan Oversting 52	Kan an attack FO	Kee Outertier FF	Kan an ation 54	Kan Overting FC
Religious Education	Key Question F1:	Key Question F2:	Key question F3:	Key Question F5:	Key question F4:	Key Question F6:
Diocese of A	Who am I and where do I belong?	Why do we have celebrations?	What can we learn from stories?	What makes a place special?	What makes something special?	What makes our world wonderful?
Guildford 🕕			• • • • • • • • • • • • • • • • • • • •	·	•	
	Key questions for each term, but will revisit themes across all questions					
Physical	Gym – ways of moving	Gym – A- travelling	Gym –B- Stretching and curling	Gym –C- travelling taking weight on	Outdoor games	Outdoor obstacle course
Development	Circle games and parachute games	Dance –Unit 1 Stars	Dance – Unit 2 Icicles	different body parts	Ball skills	Aiming and throwing
Val Sabin Plan				Dance – Unit 3 Bubbles		
	Further develop the skills they need to	Revise and refine the fundamental	Know and talk about the different	Confidently and safely use a	Combine different movements with	Further develop and refine a range of
-	manage the school day successfully:	movement skills they have already	factors that support their overall	range of large and small	ease and fluency	ball skills including throwing,
	lining up and queuing, mealtimes,	acquired: rolling, crawling, walking,	health and wellbeing: regular physical	apparatus indoors and outside,		catching, kicking, passing, batting,
	personal hygiene	jumping, running, hopping, skipping, and	activity, healthy eating, tooth	alone and in a group	Develop the foundations of a	and aiming.
	percentar 178.000	climbing.	brushing, sensible amounts of 'screen		handwriting style which is fast,	Develop confidence, competence,
		·······	time', having a good sleep routine,		accurate and efficient.	precision, and accuracy when
~			being a safe pedestrian			engaging in activities that involve a
			0			ball.
Develop the overa	Il body strength, co-ordination, balance, and	agility needed to engage successfully with	future physical education sessions and oth	ner physical disciplines including dan	ce, gymnastics, sport,	
Develop their smal	ll motor skills so that they can use a range o	f tools competently, safely, and confidently.	Suggested tools: pencils for drawing and	writing, paintbrushes, scissors, knive	s, forks, and spoon.	
	scle strength to achieve a good posture whe					
	dy-strength, balance, co-ordination, and ag					
	or development on 'Physical Development' s					
	· · ·	-				
Literacy	Comprehension: Listen and enjoy	Comprehension:	Comprehension.	Comprehension: Retell stories in	Comprehension: Correctly sequence a	Comprehension: Play influenced by
	sharing a range of books.	Experience and respond to different	Make a simple prediction based on the	the correct sequence, draw on	story or event using pictures and/or	experience of books - act out stories
	Hold a book correctly, handle with care.	types of books, e.g., story books,	text of a straightforward story that is	language patterns of stories.	captions.	through role play activities, using
	Know that a book has a beginning and an end and can hold the book the right	factual/real-world books, rhyming and	read aloud to them.	With prompting, show	Make simple, plausible suggestions	simple props (e.g. hats, masks,
LETTERS AND	way up and turn some pages	non-rhyming stories, realistic and fantasy stories.	Show understanding of some words	understanding of many common	about what will happen next in a book	clothes, etc.) and appropriate vocabulary. Innovate a known story.
and the second se	appropriately.	Respond to 'who', 'where' 'what' and	and phrases in a story that is read	words and phrases in a story that	they are reading.	Recall the main points in text in the
	Know that text in English is read top to	'when' questions linked to text and	aloud to them.	is read aloud to them.	Know the difference between	correct sequence, using own words
	bottom and left to right.	illustrations.	Express a preference for a book, song	Suggest how an unfamiliar story	different types of texts (fiction,	and include new vocabulary.
	Know the difference between text and	Make simple inferences to answer	or rhyme, from a limited selection.	read aloud to them might end.	nonfiction, poetry)	When prompted, say whether they
	illustrations.	yes/no questions about characters'	-			liked or disliked a book, and give a
	Recognise some familiar words in print,	emotions in a familiar picture book read	Play is influenced by experience of	Give a simple opinion on a book	Make inferences to answer a question	simple justification or make a
	e.g., own name or advertising logos.	aloud to them, with prompts.	books (small world, role play).	they have read, when prompted.	beginning 'Why do you think?' in a	relevant comment.
	Enjoy joining in with rhyme, songs and	Sequence two events from a familiar		Recognise repetition of words or	picture book that has been read to	With prompting, sometimes show
	poems.	story, using puppets, pictures from book		phrases in a short passage of text.	them, where answer is clearly	understanding of some less familiar
	Explain in simple terms what is	or role-play.		Play influenced by experience of	signposted.	words and phrases in a story that is
	happening in a picture in a familiar			books	Play influenced by experience of	read aloud to them.
	story.			Innovate a well-known story with	books - gestures and actions used to	
	Complete a repeated refrain in a			support.	act out a story, event or rhyme from	
	familiar rhyme, story or poem being				text or illustrations.	
	read aloud.					
Reading	Word Reading: Hear general sound	Word Reading: Read individual letters	Word Reading: Read individual letters	Word Reading: Read some letter	Word Reading: Read some letter	Word Reading: Read some tricky
	discrimination and be able to orally	by saying the sounds for them.	by saying the sounds for them.	groups that each represent one	groups that each represent one sound	words from Phase 4 e.g. said, like,
	blend and segment.	Blend sounds into words, so that they	Blend sounds into words, so that they can read short words made up of	sound and say sounds for them.	and say sounds for them.	have, so. Re-read what they have written to
		can read short words made up of known letter-sound correspondences. Read a	known letter-sound correspondences.	Read simple phrases and	Read simple phrases and sentences	check that it makes sense.
LETTERS AND SOLATAS		few common exception words matched	Read a few common exception words	sentences made up of words with	made up of words with known letter-	check that it makes sense.
		to the school's phonic programme.	matched to the school's phonic	known letter–sound	sound correspondences and, where	
		to the school's phonic programme.	programme.	correspondences and, where	necessary, a few exception words.	
			P. 20	necessary, a few exception	,,	
				words.		
		huild on the in southing of the set		anioumant Deadleast	the state of a state to second a day	
		build up their confidence in word reading,		i		
Phonics	Phase 2	Phase 2	Phase 3	Review phase 3	Phase 4	Phase 4
Following Little		ff ll ss j v w x y z zz qu ch sh th ng nk	Ai ee igh oa oo o oar or ur ow oi ear air	- Longer words and double letters	Short vowels with adjacent consonants Cvcc ccvc ccvcc cccvcc	Phase 3 long vowel graphemes with
Wandle scheme	Satpinmdgockckeurhbfl	- Words with –s	er	 Words with s/z/ in the middle Words with es/z/ at the end 	Longer words and compound words	adjacent consonants
		words ending s/z/ this	- Words with double letters	- Words with s/s,z/ at the end	Words ending in suffixes – ing –ed/t/id/ed	
	14 A.A.	-	- Longer words	words with s/s,2/ at the end	- est	• Words ending in suffixes – ing –
	ils I the					ed/t/id/ed - est

Literacy	Emergent writing: Develop listening and speaking skills in a range of	Put pull full as and has his her go no into she push he of we me be Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard,	Was you they my by all are sure pure Emergent writing: Use appropriate letters for initial sounds.	Review all tricky words Emergent writing: Build words using letter sounds in writing.	Said so have like some come love do were here little says there when what one out today Emergent writing: Continue to build on knowledge of letter sounds to	 Longer words and compound words Review all tricky words taught so far Emergent writing: Show awareness of the different audience for writing.
TalkforWriting	contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like			build words in writing. Use writing in play. Use familiar words in their writing.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop
	Composition: Use talk to organise describe events and experiences.	words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories	Composition: Orally compose a sentence and hold it in memory before attempting to write it.	Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.	Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on	Composition: Write a simple narrative in short sentences with known letter-sound correspondences
	Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.	Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go	knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case	using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.
	Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words
	Handwriting N.B. The letters child families using the Little Wandle fo	ren can form correctly will relate to their i rmation phrases.	name, phonics phases and other letters w	hich children have been taught to fo	orm correctly in the letter	e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Key texts for Talk for Writing	Stanley's stick	The gingerbread man Going on a bear hunt	Supertato Non fiction – People who help us	The train ride Non fiction -	The selfish crocodile Non fiction – Nocturnal Animals	Dinosaurs Non fiction- Seaside Postcards
Mathematics	Number – number and place value Numbers to 5 Number – number and place value Comparing groups within 5 Geometry – properties of shape 3D shapes and 2D shapes	Number – addition and subtraction One more and One less Number – addition and subtraction Introducing the part-whole model Geometry – properties of shape Spatial awareness	Number – number and place value Counting to 6, 7 and 8 Counting to 9 and 10 Number – number and place value Comparing groups up to 10 Number – addition and subtraction Combining 2 groups to find the whole	Number – number and place value Length, height and distance and WeightNumber – addition and subtraction Using a ten frame The part-whole model to 10Number – addition and subtraction SubtractionGeometry – properties of shape Making simple patterns Exploring more complex patterns	Number – addition and subtraction Adding by counting on Taking away by counting back Number – number and place value Counting to and from 20 Number – multiplication and division Doubling Halving and sharing Odds and evens	Geometry – properties of shape Composing and decomposing shapes Number – number and place value Volume and capacity Number – addition and subtraction Sorting into 2 groups Measurement My day
more complex patterns Ongoing throughout the year						

and decompose shapes so that children recognise (Continue, copy, and create repeating patterns.

Understand the 'one more/one less than' relationship between consecutive numbers.

Compare length, weight, and capacity.

Understanding the World	Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Enquiry: Describe images of familiar situations in the past using photographs of themselves as babies	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Chronology: Visually represent their own day on a simple timeline – use class visual timetable Enquiry: Talk about key roles people have in society both in the present and past –learn about Preet Chandi and learn about Florence Nightingale and Mary Seacole. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Find out about key historical events – moon landing and the last visit to space. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Chronology: Recount pictorial and/or with o Enquiry: Find out facts and research

essive Arts and	Artist study – Damien Hirst	Artist study – Yayoi Kusama,	Artist Study – Alma Thomas	Artist study – Mattise	Artist Study – Henri Rousseau	Artist Study - Luiza Vizoli
Со		ice about the environment where they live a Id around them making observations and dr				
	Mapping: Talk about the features of their immediate environment with visual representations	and life in other countries. Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	fiction texts, stories, visitors, celebrations. Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - <i>Recognise some</i> <i>environments that are different to the</i> <i>one in which they live e.g., Antarctica.</i> Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about	Mapping: Draw information from a simple map and identify landmarks of our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
	Respect: Themselves, special things in their own lives.	Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country	Florence Nightingale Mary Seacole Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non- fiction toxts, ctorios, withers	Tim Peake Respect: Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets	Respect: Understand how we can look after God's wonderful world (eco friendly)
	Own family	a sense of <u>continuity and change</u> by being a Own family celebrations	Focus- Preet Chandi	Mae Jemison	David Attenborough	Mary Anning
		to find answers including books. Comment on images of familiar situations in the past.	people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Comment on images of familiar situations in the past.		comparisons. Talk about what is the same and different.
	familiar to them. Enquiry: Describe images of familiar situations in the past using photographs of themselves as babies	about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Ask questions, use different sources	past –learn about Preet Chandi and learn about Florence Nightingale and	Enquiry: Find out about key historical events – moon landing and the last visit to space. Ask questions, use different sources to find answers including books.	Enquiry: Find out facts about animals and research	Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make
erstanding the World	Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt	Chronology: Visually represent their own day on a simple timeline – use class visual timetable	Chronology: Order experiences in relation to themselves and others, including stories.	Chronology: Recount an event, orally, pictorial and/or with captions.	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Reflect on time in EYFS

				Artist Study - Luiza Vizoli
Design	Weekly	y themes related to learning and	l progression of skills	Jackson Pollock





Mark Making/Drawing:	Mark Making/Drawing:
Know how to grip a pencil comfortably and	Know how to grip a pencil com
make marks, create lines and circles. Know	make marks, create lines and c
that marks can have meaning. Create a self-	that marks can have meaning.
portrait.	they can make marks with diffe
	pencils, sticks, dabbers etc
1945	Colour:
and the state	Know the names of light colour
Colour:	colours.
Know the names of light colours and dark	To know red and blue make pu
colours.	To know yellow and blue make
To know red and blue make purple To know yellow and blue make green	To know red and yellow make
To know red and yellow make orange	Know how colours can be chan
Know how colours can be changed using	
light and dark colours	and dark colours.
Painting:	Painting:
Artist study – Know that Damien Hirst uses	Know how to collaborate with
colour in his work	create artwork.
painting. To know that he uses spots in	Printing:
some work	Know how to print using natura
Know how to collaborate with others to	leaves, sticks, pine cones
create artwork.	To refine skills printing with cot
Printing:	small, precise spots.

Know how to print using hands, feet, and fingers. Materials: Know that materials can feel different. Know some words to describe materials. 3D Work: Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year) **Cutting Skills:** Know how to safely pass scissors to another person. Know how to use scissors to make snips in paper.

Artist study – Know that Damien Hirst uses colour in his work To know that he uses spots and spins in some work

Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Develop storylines in their pretend play.

Start colour mixing

Mark Making/Drawing:	Mark Making/Drawing:	Making/Drawing:
Know how to grip a pencil comfortably and	Skill: show different emotions in their	Observational drawing –
make marks, create lines and circles. Know	drawing eg Happiness, sadness. Draw	daffodils, real flowers
that marks can have meaning. Know that	with increasing complexity and detail,	Colour:
they can make marks with different media,	such as representing a face with a	Colours in nature
pencils, sticks, dabbers etc	circle including details.	
Colour:	Colour:	Primary colours and favourite
Know the names of light colours and dark	To be able to create a colour wash and	colours related to bright colours
colours.	then use small brush strokes to create	used in Mattise's paintings
To know red and blue make purple	a painting in the style of Alma Thomas	Painting:
To know yellow and blue make green	Painting:	Mix paints to make new colours
To know red and yellow make orange	Experience, explore different paint	following instructions.
Know how colours can be changed using light	types- watercolour, acrylic, ready mix	Printing:
and dark colours.	Printing:	Printing simple patterns
Painting:	Print with natural objects – leaves,	Recognise, observing and
Know how to collaborate with others to	pine cones etc	describing patterns in the
create artwork.	3D Work:	
Printing:	Know what transient art is. (Transient	environmen t
Know how to print using natural objects,	art will continued to be offered in	3D Work:
leaves, sticks, pine cones	continuous provision throughout the	Know what transient art is.
To refine skills printing with cotton buds,	year) develop more complex art	(Transient art will continued to
small, precise spots.	Create work to celebrate special days	be offered in continuous
To know how to use the print, dop, print,	for Lunar New Year, Love Pause Day, Valentine's Day	provision throughout the year)
dop method	Cutting Skills:	Know that they can make art
3D Work:	To use scissors to cut a curved line	using natural objects
Know what transient art is. (Transient art will		Use recycled materials to make
continued to be offered in continuous		•
provision throughout the year)	Artist study – Know that Alma	their own models
Know that they can make art using natural	Thomas was a black African American	Cutting Skills:
objects		To use scissors to cut shapes
Cutting Skills:	artist who uses colour in her paintings	To use scissors to create art in
Know how to safely pass scissors to another		the style of Mattise
person.		
Know how to use scissors to make snips in		Artist study – Know that Mattise
paper.		was a painter
Know how to make different cuts in paper		

Know how to make different cuts in paper

(new focus every week)

spots in her work

Charanga Songs:

Ring O' Roses

The ABC Song

melody.

I'm A Little Teapot

Hickory Dickory Dock Not Too Difficult

The Grand Old Duke of York

Sing in a group or on their own, increasingly matching the pitch and following the

pumpkins

Artist study - Know that Yayoi Kusama uses Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby To know that painting makes her happy Five Little Monkeys Jumping on The Bed To know that she paints spotty, colourful Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous

learning, refining ideas and developing their ability to represent them.

Colour: lours in nature Explore different sha imary colours and favourite how to make shades. lours related to bright colours make their own pain ed in Mattise's paintings Painting: inting: Explore working with ix paints to make new colours surfaces and in differ llowing instructions. coloured, sizes of pa inting: different brush types inting simple patterns Printing: cognise, observing and Symmetrical printing scribing patterns in the as an inspiration vironmen**t** 3D Work: Work: Weaving - natural an ow what transient art is. **Cutting Skills:** ransient art will continued to Use scissors indepen offered in continuous ovision throughout the year) Artist study - Know ow that they can make art Rousseau was a Frer ing natural objects He liked painting lan e recycled materials to make natural art eir own models He liked painting jun tting Skills: never been use scissors to cut shapes use scissors to create art in style of Mattise

That he became poorly and then

'painted with scissors' he used

cut up paintings to make his art.

Charanga Songs:

Incy Wincy Spider

The Hokey Cokey

Baa, Baa Black Sheep

Row, Row, Row Your Boat

Create collaboratively sharing ideas,

The Wheels on The Bus

resources, and skills.

Old Macdonald

Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Explore and engage in music making and dance, performing solo or in groups. Singing - well known nursery rhymes, familiar songs and chants.

Mark Making/Drawing:	Mark Making/Drawing:
Painting observational drawings based	To produce more detailed work and
on Henri Rousseau – paint outside in	say what they have included.
the garden area	Colour:
Colour:	To be able to choose a particular
Explore different shades of colour and	colour for a purpose
how to make shades. Use shades to	Painting:
make their own paintings	Paint through inspiration, feeling,
Painting:	listening in response to music, observation and imagination
Explore working with paint on different	Printing:
surfaces and in different ways ie	To be able to create using their own
coloured, sizes of paper tec. Explore	ideas and selection of objects and
different brush types.	explain the choices they made.
Printing:	3D Work:
Symmetrical printing using butterflies	To be able to select tools and
as an inspiration	techniques needed to assemble and join materials they are using for a
3D Work:	specific reason.
Weaving – natural and manmade	Learn to sew a running stitch, sew
Cutting Skills:	natural objects onto hessian
Use scissors independently	Cutting Skills:
	To use scissors for a particular
Artist study – Know that Henri	purpose when combining different
Rousseau was a French Painter	media and materials.
He liked painting landscapes and	
natural art	Artist study – Know that Luiza Vizoli
He liked painting jungles but had	is a Romanian artist.
never been	She taught herself art She likes using bright colours to
	make people feel happy
	Jackson Pollock is an American Artist
	He is an abstract artist and likes
	people talking about what they see
	in his art
	He is famous for using his 'drip'
	technique
	Charanga Songs Reflect, Rewind &
	Replay:
	Big Bear Funk
Chamman Campa	Baa, Baa Black Sheep
Charanga Songs: BIG BEAR FUNK! a transition unit that	Twinkle, Twinkle Incy Wincy Spider
prepares children for their musical learning	Rock-a-bye Baby
in Year 1	Row, Row, Row Your Boat
	Watch and talk about dance and
Listen attentively, move to, and talk about	performance art, expressing their
music, expressing their feelings and	feelings and responses.
responses.	
liar songs and chants.	