








## EYFS Progression of Skills

Area of Learning	Autumn 1 - Super Me!	Autumn 2 - Once Upon a Time	Spring 1 - Amazing Animals	Spring 2 - Come Outside	Summer 1 - Ticket to Ride	Summer 2 - Hidden Worlds	Early Learning Goals:
<p><b>Communication and Language</b></p>  <p><b>Key vocabulary:</b> Explain, describe, question, answer, who, what, how, and because, so</p>	<p><b>Listening, Attention and Understanding</b>            Children will be able to understand how to listen carefully and know why it is important.            Children will be able to follow simple directions.</p> <p><b>Speaking</b>            Children will talk in front of small groups and their teacher, offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b>            Children will begin to understand how and why questions.            Children will engage in story time, joining in with repeated phrases/ actions.            Children will follow instructions with more than one step.</p> <p><b>Speaking</b>            To answer questions in front of whole class.            Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b>            Children will learn to ask questions to find out more.</p> <p><b>Speaking</b>            Children will talk in sentences using conjunctions, e.g. and, because.            Children will develop the confidence to talk to other adults they see on a daily basis.</p>	<p><b>Listening, Attention and Understanding</b>            Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b>            Children will engage in non-fiction books and use new vocabulary in different contexts.            Children will share their work to the class- standing up at the front.</p>	<p><b>Listening, Attention and Understanding</b>            Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b>            Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events..</p>	<p><b>Listening, Attention and Understanding</b>            Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b>            Children will talk to different adults around the school.            Children will talk about why things happen.            Children will talk in sentences using past, present and future tenses.</p>	<p><b>Listening, Attention and Understanding:</b> 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> <p><b>Speaking:</b> 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>
<p><b>Personal, Social and Emotional Development</b></p>  <p><b>Key vocabulary:</b> emotions, fair, frustrated, worried,</p>	<p><b>Self-Regulation</b>            Children will be able to follow one step instructions.            Children will recognise different emotions.            Children will be able to state what makes them special.            Children will focus during short whole class activities.</p> <p><b>Managing Self</b>            Children will understand the importance of healthy food choices.</p>	<p><b>Self-Regulation</b>            Children will talk about how they are feeling and consider others' feelings.</p> <p><b>Managing Self</b>            Children will understand the need to have rules.            Children will put P.E kit on with some independence.            Children will have confidence to try new activities.</p>	<p><b>Self-Regulation</b>            Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b>            Children will begin to show resilience and perseverance in the face of a challenge.            Children will show an awareness of how to stay safe - on and in bodies, online, indoors and outdoors.            Children will practise doing up a zip. Children will practise doing buttons.</p>	<p><b>Self-Regulation</b>            Children will identify and begin to moderate their own feelings.</p> <p><b>Managing Self</b>            Children will develop independence when dressing and undressing for PE and Forest School.</p>	<p><b>Self-Regulation</b>            Children will be able to control their emotions using a range of techniques.            Children will be able to deal with stronger emotions, showing resilience when things go wrong.</p> <p><b>Managing Self</b>            Children will manage their own basic needs independently.            Children will dress themselves independently.</p>	<p><b>Self-Regulation</b>            Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b>            Children will show a 'can do' attitude.            Children will show resilience and perseverance in the face of challenge.            Children will put uniform on and do up zips, buttons and buckles with minimal support</p>	<p><b>Self-Regulation:</b> 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.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of</p>

confused , angry, upset, try, persevere, challenge, germs, exercise, healthy	Children will wash hands independently. Children will get changed for P.E with support. Children will explore the different areas within the EYFS environment. Children will use the toilet independently.  <b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.	<b>Building Relationships</b> Children will begin to develop friendships. Children will understand the terms same and different. Children will begin to understand what it means to be kind and caring.	<b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.	<b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise.  Children will be able to explain ways to look after our world, our classroom and people we care about.	<b>Building Relationships</b> Children will learn to work as a group. Children will develop strong friendships.	<b>Building Relationships</b> Children will have the confidence to communicate with adults around the school. Children will express their hopes for the coming year. Children will understand how they change as they get bigger. Children will learn that babies grow in mother's womb.	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.  <b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development    <b>Key Vocabulary:</b> balance, grip, throw, catch, bounce, roll, high/low, pinch, fingers, hop	<b>Gross Motor</b> Children will learn to move safely in a space at a slow speed. Children will use an under arm motion to throw a ball in the air. Children will use two hands to catch a large, soft ball or beanbag. Children will be able to jump off a small step. Children will begin to climb up steps or apparatus using alternate feet.  <b>Fine Motor</b> Children will use a dominant hand. Children will begin to use a tripod grip when using mark making tools. Children will begin to hold scissors correctly and make snips in paper. Children will thread large beads and use large pegs.	<b>Gross Motor</b> Children will use an under arm motion to throw a ball in a straight line. Children will ride a scooter, bike or tricycle with some assistance. Children will make attempts to skip and hop and will begin to stand on one leg.  <b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures. Children will use a tripod grip to write taught letters. Children will cut along straight and zig zag lines.	<b>Gross Motor</b> Children will throw a ball with increasing accuracy. Children will begin to use an over arm motion to throw a ball to a desired location. Children will catch a ball with increasing accuracy. Children will jump across stepping stones. Children will climb up steps using alternate feet with increasing accuracy. Children will wave flags and streamers with greater control. Children will explore different ways to travel using equipment.  <b>Fine Motor</b> Children will handle scissors, pencil and glue effectively. Children will use scissors to cut along a curved line. Children will thread small beads and use small pegs.	<b>Gross Motor</b> Children will jump and land safely from a height. Children will collaborate with others to manage moving large items, eg planks safely. Children will climb on apparatus with increasing control and confidence. Children will begin to hit a ball with a bat. Children will ride a scooter, bike or tricycle with increasing control. Children will skip and hop with increasing accuracy.  <b>Fine Motor</b> Children will hold scissors correctly and have some control, cutting out shapes and across paper. Children will use a thinner paintbrush.	<b>Gross Motor</b> Children will walk for longer periods Children will jump on 2 feet with control and confidence. Children will jump and land safely from a height. Children will being to jump with a rope. Children are able to run, avoiding obstacles, adjust speed and stop. Children confidently throw a ball to another person. Children can use 2 hands to catch a smaller ball from another person. Children can queue in line being aware of other's space.  <b>Fine Motor</b> Children will use scissors, pencils and other mark making tools with increased control. Children will use scissors with increased control to cut out a desired shape.	<b>Gross Motor</b> Children will be able to play by the rules. Children confidently throw a ball with accuracy to another person or desired location. Children will experiment with and choose ways to travel on apparatus. Children will climb on apparatus with control, confidence and precision. Children confidently climb up and down steps using alternate feet.  <b>Fine Motor</b> Children will form most letters correctly using a tripod grip. Children will create drawings with detail. Children will use scissors to cut various materials, including thicker card.	<b>Gross Motor:</b> 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.  <b>Fine Motor:</b> 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.

<p><b>Literacy</b></p>  <p><b>Key Vocabulary:</b> fiction, non-fiction, information, facts, word, sentence, sounds, question, vocabulary</p>	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages. Children will use pictures to tell stories.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read some vc and cvc words. Children will orally blend any cvc word. Children will recognise their name.</p> <p><b>Writing</b> Children will give meanings to the marks they make. Children will learn the formation rhymes for single letter sounds and begin to form letters. Children will copy their name.</p>	<p><b>Comprehension</b> Children will engage with and enjoy an increasing range of books, joining in with class stories. Children will begin to answer questions about what they have heard read to them.</p> <p><b>Word Reading</b> Children will read cvc words with independence and confidence and be able to read most of these using 'fred in your head.'</p> <p><b>Writing</b> Children will form recognisable letters. Children will write vc and cvc words. Children will write their name.</p>	<p><b>Comprehension</b> Children will act out stories. Children will make predictions about what might happen next.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><b>Writing</b> Children will attempt to write words, representing the sounds they hear with a letter/letters. Children will begin to write labels/phrases.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading. Children will retell as story without pictures or props.</p> <p><b>Word Reading</b> Children will recognise taught special friends (digraphs) in words and blend the sounds together to read the word.</p> <p><b>Writing</b> Children will write simple sentences, representing the sounds they hear with a letter/letters. Children will use finger spaces with support.</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book. Children will begin to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read sentences containing taught digraphs and taught 'red' (tricky) words.</p> <p><b>Writing</b> Children will write words which are often phonetically plausible. Children will write a sentence including regular use of finger spaces.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p> <p>Children will spell key 'red' words correctly in their writing- I, the, no, he, she, was, using a word mat for support where needed.</p>	<p><b>Comprehension:</b> 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> <p><b>Word Reading:</b> 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> <p><b>Writing:</b> 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.</p>
<p><b>Mathematics</b></p>  <p><b>Key Vocabulary:</b> heavy, light, bigger, smaller, more, less, total, equal, altogether, number, numeral, part, whole, share, double, halve/half</p>	<p><b>Number</b> Children will recognise numbers 1-3. Children will be able to subitise to 3. Children will explore the composition of 2 and 3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p> <p><b>Shape, space and measure (no longer ELG)</b> Children will explore the properties of circles, semi circles and triangles. Children will create single repeating patterns.</p>	<p><b>Number</b> Children will recognise numbers 1-5. Children will begin to subitise to 5. Children will explore the composition of numbers to 5. Children will know 1 more than numbers to 5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups. Children will compare quantities to 5.</p> <p><b>Shape, space and measure (no longer ELG)</b> Children will explore the properties of rectangles. Children will understand that a square is a special kind of rectangle.</p>	<p><b>Number</b> Children recognise numbers 1-8. Children will be able to subitise to 5. Children will explore the composition of numbers to 8. Children will find 1 more and 1 less than numbers to 8.</p> <p><b>Numerical Patterns</b> Children will explore the difference between odd and even numbers. Children will be able to count to 15. Children will compare quantities to 8.</p> <p><b>Shape, space and measure (no longer ELG)</b> Children will begin to compare and measure mass and capacity.</p>	<p><b>Number</b> Children will recognise numbers to 10. Children will find 1 more and 1 less of numbers to 10. Children will explore and find number bonds to 10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences. Children will compare quantities to 10. Children will be able to count to 20.</p> <p><b>Shape, space and measure (no longer ELG)</b> Children will explore properties of cubes, cuboids, cones, cylinders, spheres, pyramids.</p>	<p><b>Number</b> Children will revise number bonds to 5. Children will recall double facts. Children will begin to add and subtract numbers to 10 using concrete aids with support.</p> <p><b>Numerical Patterns</b> Children will share quantities equally. Children will be able to count to 25. Children will order numbers to 20.</p> <p><b>Shape, space and measure (no longer ELG)</b> Children will create and follow instructions to build with 2d and 3d shapes.</p>	<p><b>Number</b> Children will know some number bonds to 10, including doubling facts. Children will add and subtract numbers to 10 using concrete aids.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 25. Children will share and group quantities equally. Children will explore odd and even numbers.</p> <p><b>Shape, space and measure (no longer ELG)</b> Children will develop secure spatial reasoning skills.</p>	<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern 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, double facts and how quantities can be distributed equally.</p>

<p><b>Understanding the World</b></p>  <p><b>Key Vocabulary:</b>        Same, different, history, past, present, future, today, tomorrow, yesterday, first, next, after, before,</p> <p>Geography, sea, land, globe, hot, cold, Spring, Summer, Autumn, Winter, building, town, country,</p> <p>Science, dissolve, melt, solid, liquid, experiment, investigate, observe, grow, change, float, sink,</p> <p>religion, festival, special, celebrate, church</p>	<p><b>History: Past and Present</b>        Children will be introduced to the terms past, present and future. Children will know about their own life story and how they have changed. Children will identify some differences between a grandparent's childhood and their own. Children will know about people who work in their local community.</p> <p><b>Geography: People, Culture and Communities</b>        Children will recognise features of the immediate environment. Children will begin to develop mapping skills (class/school mapping) Children will identify the people in their immediate environment who can help them.</p> <p><b>Science: The Natural World</b>        Children will understand the terms 'same' and 'different'. Children will observe the changes of the outdoor environment with the seasons.</p> <p><b>RE: People, Culture and Communities</b>        Children will understand why we celebrate Harvest.</p>	<p><b>History: Past and Present</b>        Children will identify some similarities and differences between the past and now (Christmas in the past, homes in the past). Children will talk about the reason we celebrate bonfire night (Guy Fawkes).</p> <p><b>Geography: People, Culture and Communities</b>        Children will recognise that people around the world have different beliefs. Children will begin to identify features of their local environment.</p> <p><b>Science: The Natural World</b>        Children will explore the natural world around them and answer questions about what they have seen. Children will begin to make predictions (class experiments).</p> <p><b>RE: People, Culture and Communities</b>        Children will know who Jesus is and why Christians celebrate Christmas. Children will explore the traditions of festivals and celebrations from different cultures (Diwali, Christmas, Bonfire Night).</p>	<p><b>History: Past and Present</b>        Children will talk about the lives of people around them. Children will understand the importance of a significant person and how they have impacted our lives (<b>Sir David Attenborough</b>) Children will learn to ask questions to enquire about events.</p> <p><b>Geography: People, Culture and Communities</b>        Children will be able to name some of the countries around the world. Children will make comparisons between climates/countries around the world and their own.</p> <p><b>Science: The Natural World</b>        Children will talk about features of the environment they are in and compare different environments. Children will identify different animals that live in different climates. Children will ask and answer questions about the natural world.</p> <p><b>RE: People, Culture and Communities</b>        Children will recognise some ways in which Chinese New Year is celebrated.</p> <p>Children will know that a church is a significant building in the Christian faith.</p>	<p><b>History: Past and Present</b>        Children will talk about past and present events in their lives and what has been read to them. Children will be able to sequence events (growing a plant). Children will understand the passing of time from month to month and season to season.</p> <p><b>Geography: People, Culture and Communities</b>        Children will develop an understanding of how to care for our environment. Children will explore fruit and vegetables from different countries. Children will begin to distinguish land and sea on a map.</p> <p><b>Science: The Natural World</b>        Children will make observations about plants, discussing similarities and differences. Children will investigate the conditions plants need to thrive.</p> <p><b>RE: People, Culture and Communities</b>        Children will explore why we make pancakes to mark Shrove Tuesday. Children begin to understand why Christians are happy at Easter.</p>	<p><b>History: Past and Present</b>        Children will know about the past through settings and characters. Children will understand the importance of a significant person and how they impact our lives (<b>King Charles</b>). Children will ask and answer questions about what an astronaut is and learn about an important figure (<b>Neil Armstrong</b>). Children will describe similarities and differences between the past and now (vehicles in the past).</p> <p><b>Geography: People, Culture and Communities</b>        Children will know that people in other countries may speak different languages. Children will explore special landmarks from other countries. Children will be able to locate land and sea on a map.</p> <p><b>Science: The Natural World</b>        Children will make observations about space.</p>	<p><b>History: Past and Present</b>        Children will know about the past through settings, characters and events. Children will use their enquiry skills, questioning and examining to develop an understanding of how dinosaurs lived. Children will understand the importance of a significant person and how they have impacted our lives (<b>Mary Anning</b>).</p> <p><b>Geography: People, Culture and Communities</b>        Children will begin to understand the physical features of a volcano.</p> <p><b>Science: The Natural World</b>        Children will know some important processes and changes in the natural world, including states of matter. Children will investigate magnetism. Children will make predictions. Children will conduct an investigation into to answer a question.</p> <p><b>RE: People, Culture and Communities</b>        Children will be able to identify and explain to others what they have to be thankful for. Children will recognise what they are looking forward to in the future.</p>	<p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. 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> <p><b>People, Culture and Communities:</b> 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 country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some 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.</p>
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<p>Expressive Arts and Design</p>  <p><b>Key vocabulary:</b> Rhythm, imagine, loud, quiet, fast, slow, detail, wash, splatter, print, design, brush stroke, style</p>	<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes. Children will be able to clap along to a beat with support. Children will explore a wide variety of music styles.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will use enclosed lines to draw. Children will give meaning to the marks they make.</p> <p>Children will experiment with colour mixing using poster paint.</p> <p>Children will explore printing with different objects, putting printing tool into paint then printing on paper. Children will begin to create patterns when printing.</p> <p>Children will explore joining different materials together and will learn to use an L brace. Children will learn how to use a single hole punch and split pins.</p>	<p><b>Music: Being Imaginative</b> Children will learn to sing familiar and new songs. Children will be able to perform in front of an audience. Children will begin to identify different instruments within a piece of music. Children will begin to create narratives based around their real life and class experiences.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will use clear shapes in their drawings. Children will draw with a purpose.</p> <p>Children will experiment with different patterns and textures. Children will experiment with brush sizes to create a background or add detail. Children will paint a desired picture.</p> <p>Children will create with clay, learning how to roll, pinch and join with water and blending.</p> <p><b>Significant Artists:</b> <b>Kandinsky</b> <b>Mondrian</b></p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds. Children will be able to clap along to a beat. Children will create narratives based around stories.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will draw an outline before colouring in using an appropriate colour. Children will learn to use a finger to blend with pastels. Children will begin to add basic detail to their drawings, eg correct features on a face.</p> <p>Children will mix primary colours to create secondary colours. Children will begin to choose an appropriate brush size for a desired outcome. Children will learn how to use watercolours effectively. Children will print by painting onto chosen printing tool before printing. Children will create patterns and explore texture, choosing own appropriate resources, such as bubble wrap.</p> <p>Children will fasten paper and card together with success using an increasing range of methods. Children will learn how to use tabs and flanges to join. Children will stick resources to explore creating different textures.</p> <p>Children will create with clay, using clay tools to add lines and poke holes.</p>	<p><b>Music: Being Imaginative</b> Children will begin to compose simple music sequences using body percussion and instruments. Children will move in time to the music. Children will talk about pitch, tempo and volume.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will have some detail in their drawings. Children will be able to follow simple instructions to draw a given picture.</p> <p>Children will mix colours for a desired purpose. Children will explore different tools to splatter paint. Children will be able to add detail using a fine brush.</p> <p>Children will stick carefully selected items together to achieve a desired purpose. Children will safely explore different techniques for joining materials. Children will be able to use an over and under motion to weave.</p> <p><b>Significant Artist:</b> <b>Van Gogh</b></p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern. Children will explore pitch, tempo and volume to create an effect.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will produce drawings including detail. Children will choose the most appropriate colours for effect. Children will learn to use a finger to blend chalk.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will learn to use powder paint with support. Children will print to create patterns and pictures, using a range of colours. Children will plan what they will print.</p> <p>Children will learn to use a stencil and dabbing motion with paint. Children will explore Indian art, using colour and pattern for effect.</p> <p>Children will collage, cutting, tearing and scrunching materials. Children will plan how they will fasten things together.</p> <p><b>Significant Artist:</b> <b>Monet</b></p>	<p><b>Music: Being Imaginative</b> Children will understand the importance of silence and control when playing an instrument or singing. Children will be able to state their opinion on a piece of music. Children will invent their own narratives, stories and poems.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will observe objects on display and respond with paint, pastel or pencil. Children will experiment with different tones and shades. Children will mix an intended colour for an intended purpose. Children will independently use powder paint. Children will use a range of movements and brush strokes to paint.</p> <p>Children will select media to achieve a desired effect.</p> <p>Children will share creations, talk about process and evaluate their work.</p>	<p><b>Being Imaginative:</b> 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 in time with music.</p> <p><b>Creating with Materials:</b> 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>
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