



WOODCHURCH CE PRIMARY SCHOOL F2 LTP/CURRICULUM MAP 2022-2023

Our EYFS Curriculum has been designed to reflect the nature of our local environment, the seasons of the year and the wider natural world. We aim to teach the children how their local area compares to other places, cultures and nature in other parts of the world. **It is therefore unique to Woodchurch CE Primary school and planned for very specific reasons; we want to ensure that all children leaving Foundation 2 are ready to start the KS1 curriculum.** Our curriculum therefore feeds into the KS1 curriculum and beyond. Each topic does not last a specific amount of time but is based on the children's learning at the time, so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of much of the learning. Oracy is a key area of the EYFS curriculum and is a golden thread that is woven throughout our themes. Adults model key language and terminology within each topic, so that children are exposed to language that will promote their awe and wonder and support them in working out answers to our "I wonder..." questions.

Our ambitious curriculum aims to teach all children the skills and knowledge in order for them to reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Our carefully planned adult-led activities introduce the children to new ideas, so that they learn new knowledge, provide opportunities to develop their skills and ensure that they experience all areas of learning in the Early Years Foundation Stage (EYFS). We also ensure our children have the opportunity to explore their own ideas, play with resources and use their imagination and creativity, enabling them to follow their own interests, build on prior learning, take ownership of their learning and be able to apply it in different situations. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	I wonder what my special, super qualities are? I wonder who plays an important part in my family, at school and in the community? I wonder why we celebrate?		I wonder what happens in Winter? I wonder where I am going and how I will get there?		I wonder how things grow and change?	
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali Advent, Christmas Seasonal changes – Autumn/Winter		Comparing places Polar regions and the rainforest/jungle Transport and space Now and then Easter Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Human body, senses Keeping fit and healthy Animals and minibeasts Life cycles Recycling, looking after the world Seasonal changes – Spring/Summer	
Possible Key stories and texts	Hello Friend POR or Ravi's Roar POR Harry and the dinos go to school My Brother Superhero stories Firefighters Three Little Pigs T4W Jolly Postman/Jolly Christmas Postman Dear Santa Christmas Stories		Blue Penguin/Puffin Peter POR Lost and Found We're going on a lion hunt Astro Girl POR Aliens Love Underpants Whatever Next How to Catch a Star Naughty Bus/Train Ride T4W: Mr Gumpy's Outing,		The Tiny Seed Oliver's Vegetables Aagh Spider POR Very Hungry Caterpillar Jack and the Beanstalk T4W Jasper's Beanstalk 10 things to do to save the World POR Non-fiction texts with information about plants and animals.	
Key vocabulary (including but not limited to)	Rescue, firefighters, respect, unique, emotions, celebrate, parade, gift, feast, decorate, advent, nativity, festive		conflict, freezing, seasons, ancient, , environment, polar, desert, tropical, marine, vast, alien, planets, gravity, astronaut, past, penny farthing, steam train, electric, present, maps,		germination, harvest, senses, develop, healthy, skeleton, recycle, metamorphosis, arachnid, insect, nocturnal	

<p>Key knowledge (including but not limited to)</p>	<p>All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light.</p> <p>Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>	<p>Which Season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.</p> <p>Here or there? Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea. There is no oxygen in space.</p> <p>Now or then? People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet.</p>	<p>Plants Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.</p> <p>Humans Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.</p> <p>Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p>Our World We have a responsibility to look after our world.</p>
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Possible 'Wow' moments and experiences (Not an exhaustive list)	Autumn Walk Harvest Festival Bonfire Night Fire service visit Remembrance Day Christmas time/Nativity Children in Need Mental Health Day	Winter Walk Chinese New Year Internet Safety Day World Book Day Mothering Sunday Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest cakes	Planting sunflower seeds Planting beans in jars Baby photos Dentist/dental nurse visit Fruit kebabs Making sandwiches Food tasting Animal visits Sports Day Diversity Week
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Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	I wonder what my special, super qualities are? I wonder who plays an important part in my family, at school and in the community? I wonder why we celebrate?		I wonder what happens in Winter? I wonder where I am going and how I will get there?		I wonder how things grow and change?	
Educational Programme	<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, story-telling 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.</p>					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Ongoing	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				

provision throughout the year	Oracy	Learn and practise new vocabulary, listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts.
	Continuous Provision	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<p>I wonder what my special, super qualities are?</p> <p>I wonder who plays an important part in my family, at school and in the community?</p> <p>I wonder why we celebrate?</p>		<p>I wonder what happens in Winter? I wonder where I am going and how I will get there?</p>		<p>I wonder how things grow and change?</p>	
Educational Programme	<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>					
Curriculum Goals	<p>To become an Independent Individual who can follow the class and school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.</p>					

Term specific provision	<p>My Happy Mind: Meet your Brain and Celebrate Families and friendships – different types of families, similarities and differences between ourselves and others</p> <p>Growing and changing – naming body parts, changing from being a baby to adult</p> <p>Respecting ourselves and others –feelings and emotions</p> <p>Belonging to a community – our school, important people in the community, different occupations, aspirations, road safety</p> <p>Firework safety</p> <p>Oral health</p>	<p>My Happy Mind: Appreciate, Relate</p> <p>Uses of technology, safe internet use.</p> <p>Water safety</p> <p>Oral health</p>	<p>My Happy Mind: Engage</p> <p>Physical health and mental well-being – healthy eating, healthy living, oral health</p> <p>Transition to Year 1</p> <p>Keeping safe – stranger awareness and safe strangers, sun safety</p>
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Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<p>I wonder what my special, super qualities are?</p> <p>I wonder who plays an important part in my family, at school and in the community?</p> <p>I wonder why we celebrate?</p>		<p>I wonder what happens in Winter? I wonder where I am going and how I will get there?</p>		<p>I wonder how things grow and change?</p>	
Educational Programme	<p>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.</p>					

Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.		
	To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.		
Term specific provision	<u>PE – hall session</u> Moving in different ways (floor work and apparatus) Autumn 1: Ball skills – dribbling (hands and feet) Autumn 2: Ball skills - dribbling (bats/racquets) Sweeping/brushing Threading Screwing/unscrewing Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping) Autumn 2: Using tools (hammers and screwdrivers, knife and fork – cutting, pipettes, scissors – straight lines)	<u>PE – hall session</u> Spring 1: Jumping and rolling (floor work and apparatus) Spring 2: Balancing (floor work and apparatus) Ball skills – throwing and catching Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	<u>PE – hall session/field</u> Games/Athletics Ball skills – aiming at a target

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	I wonder what my special, super qualities are? I wonder who plays an important part in my family, at school and in the community? I wonder why we celebrate?		I wonder what happens in Winter? I wonder where I am going and how I will get there?		I wonder how things grow and change?	

Educational Programme	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).		
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.		
Term specific provision	Phase 1 Introduce Phase 2 sounds: satpindogmnckeurhbfl ff ll ss. Reading and writing cvc words. Tricky words: I the to go no into Hearing sounds in words and identifying them. Writing our name and individual letters, cvc words and simple phrases. Writing Lists, how to write a letter.	Recap phase 2. Introduce Phase 3 sounds: jvyxz zz ch sh th ai ee igh oa oo. Tricky words: phase 2 and phase 3 Sentence writing, speech bubbles, making story maps, writing captions.	Revising Phase 3 sounds: jvyxz zz ch sh th ai ee igh oa oo ar oi ow, reading and writing cvc words. Tricky words: Phase 3 Writing sentences, story writing, instructions.

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<p style="text-align: center;">I wonder what my special, super qualities are?</p> <p style="text-align: center;">I wonder who plays an important part in my family, at school and in the community?</p> <p style="text-align: center;">I wonder why we celebrate?</p>		<p style="text-align: center;">I wonder what happens in Winter? I wonder where I am going and how I will get there?</p>		<p style="text-align: center;">I wonder how things grow and change?</p>	

Educational Programme	<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>					
Curriculum Goal	<p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>					
Term specific provision	<p><u>White Rose Maths</u></p> <p><i>Getting to know you</i></p> <p><i>Just like me</i></p> <p>Match and sort</p> <p>Making comparisons (Compare amounts</p> <p>Compare size, mass and capacity)</p> <p>Exploring Pattern (Make simple patterns)</p>	<p><u>White Rose Maths</u></p> <p><i>It's me 1, 2, 3!</i></p> <p>Representing 1, 2, 3</p> <p>Comparing 1, 2, 3</p> <p>Composition of 1, 2, 3</p> <p>Geometry and spatial thinking (Circles and triangles</p> <p>Spatial awareness)</p> <p><i>Light and dark</i></p> <p>Numbers to 5</p> <p>(Four and Five One more and one less)</p> <p>Geometry and spatial thinking (Shapes with 4 sides)</p> <p>Measurement – Time</p> <p>(Night and day)</p>	<p><u>White Rose Maths</u></p> <p><i>Alive in 5!</i></p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p> <p><i>Growing 6, 7, 8</i></p> <p>6, 7 and 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Length and height</p> <p>Time</p>	<p><u>White Rose Maths</u></p> <p><i>Building 9 and 10</i></p> <p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shape</p> <p>Pattern (2)</p> <p><i>Consolidation</i></p>	<p><u>White Rose Maths</u></p> <p><i>To 20 and beyond</i></p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning (1)</p> <p><i>First, then, now</i></p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning (2)</p>	<p><u>White Rose Maths</u></p> <p><i>Find my pattern</i></p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Spatial reasoning (3)</p> <p><i>On the move</i></p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spatial reasoning (4)</p>

Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<p>I wonder what my special, super qualities are?</p> <p>I wonder who plays an important part in my family, at school and in the community?</p> <p>I wonder why we celebrate?</p>		<p>I wonder what happens in Winter? I wonder where I am going and how I will get there?</p>		<p>I wonder how things grow and change?</p>	
Educational Programme	<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>					
Curriculum Goals	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Wirral is special, have an awareness of other people's cultures and beliefs.</p> <p>To become a Super Scientist who can show curiosity about the world around them, investigate how things grow and change, use their senses to describe things and understand the differences between a range of environments.</p>					
Term specific provision	<p>Harvest</p> <p>Me, my family and my school. People who help us.</p> <p>Comparison of life as a baby and now.</p> <p>Where do I live? Begin to learn about Wirral.</p> <p>Nocturnal animals</p> <p>Day and night (links to Maths)</p> <p>Sources of light</p> <p>Guy Fawkes- link to Bonfire Night</p> <p>Christmas traditions past and present.</p> <p>Christmas traditions around the world.</p> <p>Bonfire Night, Fire service visit</p>		<p>Chinese New Year</p> <p>Compare times – looking at differences in houses, clothes, transport, toys</p> <p>Mothering Sunday</p> <p>Easter</p> <p>Compare and contrast environments – polar regions, desert, jungle, under the sea, space</p> <p>Materials: Ice</p> <p>Melting / Freezing and change of state.</p> <p>Seasons</p>		<p>Growing – plants/animals</p> <p>Seasonal changes</p> <p>- Spring</p> <p>Explore balance</p> <p>Our senses- Peace at Last for sensory hunt.</p> <p>Keeping healthy-oral health.</p> <p>Skeletons linked to Funnybones- identify key bones (skull, ribs etc)</p> <p>Growing – animals</p> <p>Seasonal changes</p> <p>- Summer</p> <p>Explore materials and textures (recycling)</p>	

	<p>Remembrance Day Diwali/ Advent/Christmas</p> <p>Seasonal changes – Autumn Walk</p>	<p>Learning about the world and the North and South Pole, explore maps. History of explorers. Comparing cold places with our own country. Planets and Space- link to Neil Armstrong, Tim Peake. British Isles and landmarks World Maps and Our Planet History of transport (old and new vehicles) – link to Amelia Earhart Design a vehicle Various maps-chn to draw a map of school.</p>	<p>Observing changes over time. How do things grow? Investigate seeds in fruits and vegetables. Explore minibeasts</p> <p>Our new King- learn about the capital city of England, explore maps and key landmarks. Compare London and Liverpool. Compare King Charles's life with his mother.</p>
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<p>Key vocabulary linked to NC subjects (including but not limited to)</p>	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<p>I wonder what my special, super qualities are?</p> <p>I wonder who plays an important part in my family, at school and in the community?</p> <p>I wonder why we celebrate?</p>		<p>I wonder what happens in Winter? I wonder where I am going and how I will get there?</p>		<p>I wonder how things grow and change?</p>	
Educational Programme	<p>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, 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>					
Curriculum Goals	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					

Term specific provision	<p><u>Charanga Music</u> – Me! And My stories</p> <p>Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Use stencils with paints and sponges Paint – different brushes, different surfaces #Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish</p>	<p><u>Charanga Music</u> – Everyone! And Our World</p> <p>Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Consolidate and refine previously taught skills and techniques independently</p> <p>Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Consolidate and refine previously taught skills and techniques independently</p>	<p><u>Charanga Music</u> – Big Bear Funk and Reflect, Rewind and Replay</p> <p>Observational drawings Paint – using water colour paints Transient art – natural loose parts Consolidate and refine previously taught skills and techniques independently</p> <p>Malleable materials –sculpture Consolidate and refine previously taught skills and techniques independently</p>
Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe	
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	