













Communication and Language (Reception - Year B)







Statutory Framework:	<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>					
Early Learning Goals	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 			<p>Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
Term	<p>Autumn 1</p>  <p>We are Squirrels</p>	<p>Autumn 2</p>  <p>What happens when I fall asleep?</p>	<p>Spring 1</p>  <p>Once Upon a Time</p>	<p>Spring 2</p>  <p>An Egg is Quiet</p>	<p>Summer 1</p>  <p>Sunshine and Sunflowers</p>	<p>Summer 2</p>  <p>Oh I do like to be beside the seaside</p>
	<p>Wellcomm Assessments to be done on every child at the start of the academic year.</p> <p>Good speaking and listening skills to be modelled by all staff. Incorrect speech to be re-cast where appropriate. Opportunities for language extension to be used as frequently as possible. Key vocabulary to be planned for in every lesson in every subject.</p>					
Listening						
Speaking						

Physical Development (Reception - Year B)

Statutory Framework:	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . 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.					
Early Learning Goals	Gross Motor Skills - 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.			Fine Motor Skills - 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.		
Term	Autumn 1  We are Squirrels	Autumn 2  What happens when I fall asleep?	Spring 1  Once Upon a Time	Spring 2  An Egg is Quiet	Summer 1  Sunshine and Sunflowers	Summer 2  Oh I do like to be beside the seaside
	Children to be supported to use a knife and fork effectively at lunchtime.					
Kinetic Letters	Animal positions and body strength Hand strength Naming fingers and pencil pick-up 6 Moves Formation: Jumper family	Writing positions Monkey smile targets (shapes and letters) Pencil helpers Formation: Jumper family contd.; Abracadabra family; Window Cleaner family	Monkey smile targets (letters) Formation: Jumper family; Squirter and Fisher family; Slider family; Abracadabra family	Coin exchange Monkey smile targets (letters) Formation: Numbers; Target pairs Letter height and descenders	Formation: Target pairs; Capitals; snuggling letters in pairs	Formation: Snuggling letters into words; Numbers
Gross Motor Skills	Gymnastics - funa			Eggs Dance - KS1 Dance: Let's Move. Egg stravaganza! - BBC Teach		







Fine Motor Skills	Self portraits	Sewing star constellations – using a needle Tools for making clay hedgehogs				
--------------------------	----------------	--	--	--	--	--

Personal, Social and Emotional Development (Reception – Year B)

Statutory Framework:	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					
Early Learning Goals	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Building Relationships - 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.	
Term	Autumn 1  We are Squirrels	Autumn 2  What happens when I fall asleep?	Spring 1  Once Upon a Time	Spring 2  An Egg is Quiet	Summer 1  Sunshine and Sunflowers	Summer 2  Oh I do like to be beside the seaside
	All areas of PSED will be focused on throughout the year, adapting to the needs of each individual in any given situation.					
Self-regulation	Naming own feelings and recognising the feelings of others Valley Values		Hot-seating activities			
Managing self	Valley Values	Managing own hygiene – bedtime routines What being healthy means		Healthy foods		
Building Relations	Valley Values	Building a large-scale rocket as a group				







LifeWise planned lessons	<p>Where do you live? Hands are not for Hitting Take Time To Think Who is in the Loo? Curioser and Curioser Whenever I Feel Afraid</p>	<p>Clean Water, Clean Hands Sleep and Bed-Time Routines Rock-a-bye-baby Hey Diddle Diddle Don't Play With Fire Stop, Drop and Roll</p>	<p>Learning to Lead Working Together Understanding Jealousy How Technology Has Changed Using Technology Safely</p>	<p>What Do Plants Need To Grow? What Plants Are Edible Work Like a Dog Me and My Dawg Stop, Look, Listen and Think! The Rules of Road Safety</p>	<p>Playing Outside Playing in the Sun Music Makes Us Happy Making Music Together This Box is My... I Enjoy This. I Don't Enjoy That</p>	<p>Who Helps Me at Home and School? Who Helps Me Stay Safe and Healthy? Trying New Things My Upstairs Brain Playing Safely In, Around and On Water Safety Rules Around Water</p>
---------------------------------	---	---	--	---	--	---

Literacy (Reception - Year B)

Statutory Framework:	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).					
Early Learning Goals	Comprehension - 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.		Word Reading - 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.		Writing - 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.	
Term	Autumn 1  We are Squirrels	Autumn 2  What happens when I fall asleep?	Spring 1  Once Upon a Time	Spring 2  An Egg is Quiet	Summer 1  Sunshine and Sunflowers	Summer 2  Oh I do like to be beside the seaside
Key Texts		Goodnight Bat, Good Morning Squirrel The Darkest Dark Astro Girl Whatever Next	The Gingerbread Man Princess and the Pea The Enormous Turnip Little Red Riding Hood	An Egg is Quiet	Ten Seeds Camille and the sunflowers The tiny seed	Little Turtle and the Sea
Comprehension	Ensure key vocabulary for all key texts and additional reading material (i.e. flip charts, non-fiction books etc) is identified on plans. Books to be read daily – a mixture of fiction, non-fiction and poetry. These may be linked to current learning, children’s interests or familiar stories.					
Comprehension		Focus on non-fiction vocabulary Role-play – Whatever Next	Role-play – small world and large-scale, all focused texts Focus on story-telling vocabulary	Focus on non-fiction vocabulary		Anticipate what will happen in ‘Little Turtle and the Sea’.
Word Reading	Daily Read Write Inc lessons in ability based groups. Bottom 20% to have daily Fast Track Tutoring Bottom 40% to have RWI videos sent home weekly All children to have book sent home matched to RWI book read All children to have digital version of book read sent home					

	<p>Name recognition</p> <p>Recognising Set 1 single sounds and orally blending (Fred Talk)</p> <p>(RWI Group A & B)</p>	<p>Recognising Set 1 single sounds speedily and orally blending (Fred Talk)</p> <p>(RWI Group C)</p>	<p>Reads all single-letter sounds speedily.</p> <p>Reads cvc words by sounding out the word.</p> <p>(RWI P Ditties)</p>	<p>Reads some common exception words.</p> <p>Reads all single-letter sounds speedily.</p> <p>Reads cvc words and three-sound words including simple digraphs by sounding out.</p> <p>Reads three-sound nonsense words by sounding out.</p> <p>Begin to read simple sentences.</p> <p>(RWI Red Books)</p>	<p>Reads three and four-sound words including words with simple digraphs by sounding out.</p> <p>Reads three and four-sound nonsense words by sounding out.</p> <p>Reads some common exception words.</p> <p>Read simple sentences.</p> <p>(RWI Green Books)</p>	<p>Read sentences containing all known graphemes and some common exception words.</p> <p>(RWI Green/Purple Books)</p>
<p>Writing</p>	<p>Name writing</p>	<p>Labelling</p> <p>Letter to Father Christmas</p> <p>Instructions</p>	<p>Re-tell stories</p> <p>Change ending of Gingerbread Man</p>	<p>Describe a farm animal</p>	<p>Spelling common exception words</p> <p>Describe a flower</p> <p>Poetry</p>	<p>Spelling common exception words</p>

Mathematics (Reception - Year B)

Statutory Framework:	<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>					
Early Learning Goals	<p>Number</p> <ul style="list-style-type: none"> - 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>Numerical patterns</p> <ul style="list-style-type: none"> - 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. 		
Term	<p>Autumn 1</p>  <p>We are Squirrels</p>	<p>Autumn 2</p>  <p>What happens when I fall asleep?</p>	<p>Spring 1</p>  <p>Once Upon a Time</p>	<p>Spring 2</p>  <p>An Egg is Quiet</p>	<p>Summer 1</p>  <p>Sunshine and Sunflowers</p>	<p>Summer 2</p>  <p>Oh I do like to be beside the seaside</p>
	<p>Daily incidental maths to be planned for and to include self-registration tens-frames; class monthly calendar; monthly achievements display incl. birthdays; Ark Curriculum Maths Meetings.</p>					
Ark Curriculum Plus	<p>Early Mathematical Experiences</p> <p>Pattern and Early Number</p> <p>Numbers Within 6</p> <p>Additional and Subtraction Within 6</p> <p>Measures</p> <p>Shape and Sorting</p>	<p>Numbers Within 10</p> <p>Calendar and Time</p> <p>Addition and Subtraction Within 10</p> <p>Grouping and Sharing</p> <p>Number Patterns Within 15</p> <p>Doubling and Halving</p> <p>Shape and Pattern</p>		<p>Securing Addition and Subtraction Facts</p> <p>Number Patterns Within 20</p> <p>Number Patterns Beyond 20</p> <p>Money</p> <p>Measures</p> <p>Exploration of Patterns Within Numbers</p>		

Understanding the World (Reception - Year B)

Statutory Framework:	<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>		
Early Learning Goals	<p>Past and Present (<i>Links to History</i>)</p> <ul style="list-style-type: none"> - 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>People, Culture and Communities (<i>Links to Geography and Religious Education</i>)</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>The Natural World (<i>Links to Science and Geography</i>)</p> <ul style="list-style-type: none"> - 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.

KS1 History

Pupils should be taught about:

- changes within living memory, where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

KS1 Geography

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KS1 Science

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals Including Humans:

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Change

Pupils should be taught to: • observe changes across the four seasons

- observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

Pupils should be taught the following skills:







- asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Term	Autumn 1  We are Squirrels	Autumn 2  What happens when I fall asleep?	Spring 1  Once Upon a Time	Spring 2  An Egg is Quiet	Summer 1  Sunshine and Sunflowers	Summer 2  Oh I do like to be beside the seaside
-------------	--	---	--	---	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Past and Present</p>	<p>Chronology</p> <p>Know 'my life' is different from the lives of people in the past.</p> <p>Changes within living memory</p> <p>Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology.</p> <p>Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents.</p> <p>Know about life cycles, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly.</p> <p>Their families</p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Linked to their family / people they know, understand that when you grow up you don't go to school, you go to work and name some</p>	<p>People who keep us healthy and safe</p> <p>Space exploration now and in the past</p> <p>Their families</p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - <i>Celebrations</i></p>		<p>Chronology</p> <p>Know the difference between long ago and now - <i>Farming</i></p> <p>Order modern and old objects or events using everyday language related to time – <i>Farming</i></p> <p>Changes within living memory</p> <p>Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents.</p> <p>Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time</p> <p>Their families</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. - <i>Celebrations</i></p> <p>What do farmers do?</p>	<p>Van Gogh</p>	<p>Chronology</p> <p>Know the difference between long ago and now – <i>Seaside holidays</i></p> <p>Order modern and old objects or events using everyday language related to time – <i>Seaside holidays</i></p> <p>Their families</p> <p>Talk about past and present events in their own life and in the lives of family members.</p>

	of the jobs they could do.					
People, Culture and Communities	Where is our school? Hallowe'en	Diwali/Guy Fawkes – similarities and differences	Lunar New Year - similarities and differences Life in Kenya (Princess and the Pea) – similarities and differences	Easter – similarities and differences	Describing the garden	Eid - similarities and differences to other celebrations Contrasting beach location
	Note changes within the garden throughout the year, paying particular attention to the oak tree. Visit to Arrow Valley Country Park each season to observe changes.					
The Natural World	Planting a pumpkin seed – observe throughout the year.	Nocturnal animals Why do some animals hibernate? Day and Night - changes How outer space is different to earth?/How are planets different to earth? Seasons	Compare Kenya to UK Making gingerbread men Dissolving gingerbread men	Drawings of farm animals/chicks. Animals life-cycles Growing vegetables Chicks hatching What happens when we cook eggs	Drawings of flowers Growing sunflowers Plant life-cycles	Compare beach to school Compare under the sea to on land

Expressive Art and Design (Reception - Year B)

Statutory Framework:	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.					
Early Learning Goals	Creating with Materials (<i>Links to Art and Design and Technology</i>) - 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.			Being Imaginative and Expressive (<i>Links to Music, Drama and Dance</i>) - 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.		
Term	Autumn 1  We are Squirrels	Autumn 2  What happens when I fall asleep?	Spring 1  Once Upon a Time	Spring 2  An Egg is Quiet	Summer 1  Sunshine and Sunflowers	Summer 2  Oh I do like to be beside the seaside
	Singing to be a part of daily routines, including Nursery Rhymes, songs to support daily routines and songs liked to learning.					
Songs	Nursery Rhymes and Counting Songs	We're Going On A Rocket Ship Kids Songs Super Simple Songs - YouTube Sun, Moon, and Stars The Singing Walrus Songs for kids - YouTube Songs for Christmas Performance	Primary Music KS1: Little Red Riding Hood - BBC Teach	Old MacDonald Had a Farm Oats and Beans and Barley Grow I'm a dingle dangle scarecrow Spring Chicken	The sun has got his hat on	Oh, I do Like to be Beside the Seaside!
Music	KS1 Primary school music lesson plans: Classroom resources - BBC Teach					

Creating with Materials	<p>Introduction to using tools and techniques available during continuous provision safely</p> <p>Self-portraits – sketch/paint/transient art</p>	<p>Van Gogh – ‘Starry Night’</p> <p>Sewing star constellations</p> <p>Draw nocturnal animals</p> <p>Making clay hedgehogs</p> <p>Making a junk rocket (collaborative)</p>	<p>Make props to enhance role-play of different stories</p>	<p>Draw farm animals</p>	<p>Van Gogh – ‘Sunflower’</p> <p>Draw flowers</p>	<p>Explore printing with different shells</p>
Being Imaginative and Expressive	<p>Learning Nursery Rhymes</p>	<p>Acting out ‘Whatever Next’</p> <p>Perform songs etc for Christmas Performance</p>	<p>Role-play – Enormous Turnip</p> <p>Re-tell traditional tales</p> <p>Change ending of Gingerbread Man</p> <p>Songs linked to LRRH</p>	<p>KS1 Dance: Let's Move. Egg stravaganza! - BBC Teach</p>		