

Abington Vale Primary School - Reception Yearly Plan 2023-2024

	Personal Social & Emotional	Communication & Language	Physical	Reading	Writing	Maths	Understanding the World	Expressive Arts & Design	
Autumn Term 1 – Magical Marvellous Me!	Protective Behaviours	How to actively listen: listening behaviours and techniques	Gross Motor Skills Learning how to sit on carpet using core muscle strength	How to handle a book correctly	RWInc Phonics Scheme – learn to recognise and name all initial sounds, and write the letter shape to match	Number Cardinality and Counting Reciting numbers (stable order principle)	Past and Present Talk about members of our family and significant others	Exploring different media and tools	
	Self-Regulation Morning rituals and routines	Understand the purpose of a question and ask questions	Learning balance skills eg to stand on one foot momentarily	How to hold a book the correct way and turn pages	Oral blending and segmenting skills	Anything can be counted (abstract principle)	Explore that families are all different	Self portraits	
	Good manners	Join in singing, rhymes and repeated refrains in stories	Learning spatial awareness	Print carries meaning English is read from left to right	Write own name	The same things can be counted in any order (order irrelevance principle)	Learn about people who look after us and keep us safe/ that people have different jobs	Working with salt dough, plasticine or playdough	
	Expectations for behaviour in class	Skills for a two-way conversation	Practise putting coat and shoes on independently	Learn to identify the key features of fiction/non-fiction books including front cover and page numbers, introduce characters and settings	Begin to use initial sounds to represent words	Counting and saying how many (cardinal principle)	How to be a responsible citizen	Simple printing e.g., with vehicle wheels or vegetables	
	Building relationships with adults	Building Vocabulary	Travelling movements (crawl, jump, hop, jog, run, skip, slide, roll)	1-1 reading with a teacher	Rehearse talking in sentences and holding a sentence to write it	Subitising to 6 – dice, dominoes, Numicon	People, Culture and Communities Which special days do we celebrate? eg birthdays, Hallowe’en, family events	Building models using walls, roof and towers	
	Learning skills for independent learning sessions e.g., collaboration, accessing resources appropriately, sharing and turn taking	Answer questions using yes or no	Pedalling Trikes	Access to daily storytimes: Children are exposed to quality texts and practise comprehension skills through adult questioning	Encourage independent mark-making and being able to read back what it says to an adult	Composition Composition of numbers to five (number bonds)	Begin to learn that different groups of people have different gods, places of worship and celebrations and be introduced to the names of main UK religions	Drawing and painting pictures in relation to stories and own experiences	
	Naming feelings	Learning to use social phrases – good morning, afternoon, please, thank you	Fine Motor Skills -How to hold a pen/pencil with a pinched grip -Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles -Hand strength exercises	Know what a question is and answer a question using yes or no	Vocabulary – basic understanding of the meaning of taught vocabulary	Number talk: Fiveness of 5	The Natural World Explore changes in state/matter through cookery activities	Introduce percussion instruments- how to play them (tap, shake, scrape)	
	Exploring strategies to deal with negative emotions	Learning and reciting nursery rhymes	-How to hold and use scissors	Vocabulary – basic understanding of the meaning of taught vocabulary	RWInc Phonics Scheme - Learning to recognise and name all initial sounds/ hear initial sounds in words	Numerical Patterns Pattern Continuing a simple pattern (AB)	Making different genres of music	Clapping rhythms	
	Managing Self Independence– putting away belongings, putting on coat, peeling own bananas, hand washing	Exploring colour and shape vocabulary	-How to hold food with a fork and cut soft food with a knife -How to use the resources in the classroom e.g., playdough tools			Comparison Sorting objects by shape, colour or size	Listening to different genres of music	Listening to different genres of music	
	Toileting and eating skills						Making different sounds with voices	Making different sounds with voices	
	Building Relationships Language, actions and body language to make a friend						Moving to music	Moving to music	
	Building relationships with adults					Comparing collections of things – more, less equal to	Dressing up/ taking on a role in role play	Dressing up/ taking on a role in role play	
							Learn about the place where we live, explore different homes, and our local environment	Singing familiar songs or nursery rhymes	Singing familiar songs or nursery rhymes
							Learning about seasons - Autumn	Rhyming activities	Rhyming activities

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Autumn Term 2 - Celebrations	Anti-bullying week activities	WELLCOMM Assessment (Identify children who need Language intervention)	Gross Motor Skills Learning how to sit at a table using core muscle strength	Questioning skills - know what a question is and answer a question using yes or no	RWInc Phonics Scheme	Number Cardinality and Counting Subitising to 6, irregular and regular dot patterns 1:1 correspondence Order 1-5 Number names to 10 Composition Number talk: Fiveness of 5 Numerical Patterns Pattern Making an AB pattern – their own or specified Verbally count to 1-10 recognising the pattern of the number system Comparison Compare numbers and quantities Reasoning to explain which is more or less	Past and Present Talk about members of the family and significant others Explore theme of people who look after us and keep us safe How to be a responsible citizen	Exploring different media and tools
	Online safety		Learning spatial awareness	Vocabulary – use of taught vocabulary in storytelling and play	Blending and Segmenting skills Rehearse talking in sentences and holding a sentence to write it		Talk about members of the family and significant others	Creating celebration cards
	Self-Regulation Good manners		Practise putting coat and shoes on independently	Books – make a prediction as to what is going to happen next, talk about favourite stories and favourite rhymes and make comments	Write using initial sounds and CVC words		Explore theme of people who look after us and keep us safe	Working with salt dough, plasticine or playdough e.g., making a pot for Diwali
	Expectations for behaviour in class	Understand the purpose of a question and ask questions	Travelling movements (crawl, jump, hop, jog, run, skip, slide, roll)	Learn to identify the key features of fiction/non-fiction books including front cover, title, contents and index page, characters and settings	Explore drama conventions (role on the wall/ mime/ objects in a box/ puppet with a problem)	People, Culture and Communities Learn that people in our community celebrate special days – Poppy Day, Bonfire Night, Hanukkah, Diwali, Advent, Christmas Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions The Natural World Exploring changes in state/matter e.g. melting chocolate, making ice lollies, rescuing animals from frozen ice cubes Learn about places outside our local environment e.g. the Arctic Learning about seasons - Winter	How to be a responsible citizen	Building models using walls, roof and towers
	Practising skills for independent learning sessions e.g., collaboration, accessing resources appropriately, sharing and turn taking	Join in singing, rhymes and repeated refrains in stories	Learn safe climbing techniques, climbing stairs/ladder with alternate feet				Learn that people in our community celebrate special days – Poppy Day, Bonfire Night, Hanukkah, Diwali, Advent, Christmas	Creating patterns in meaningful contexts
	Naming and sorting feelings	Skills for a two-way conversation	Explore how to move in time to music using taught steps				Learn that people in our community celebrate special days – Poppy Day, Bonfire Night, Hanukkah, Diwali, Advent, Christmas	Drawing and painting pictures in relation to stories and own experiences
	Exploring strategies to deal with negative emotions	Building Vocabulary				Comparison Compare numbers and quantities Reasoning to explain which is more or less	Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Tapping out rhythms to play percussion alongside songs
	Managing Self Independence– putting away belongings, putting on coat and shoes, peeling own bananas, hand washing	Answer questions using yes or no	Fine Motor Skills -How to hold a pen/pencil with a pinched grip -Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles -Hand strength exercises	RWInc Phonics Scheme – Speed reading initial sounds			Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Moving to music
	Toileting and eating skills	Imaginative talk in role play/ drama activities		CVC word blending			Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Learning and performing new songs
	Building Relationships Language, actions and body language to make a friend	Listens to stories with attention & recall	How to hold and use scissors	Reading High Frequency Words by sight			Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Following dance routines
	Building relationships with adults	Learning and Memorising Nursery Rhymes and Songs	How to hold food with a fork and cut soft food with a knife	1-1 reading with a teacher			Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Drama conventions e.g. role on the wall, emotions hearts
		Rhymes and Songs	How to use the resources in the classroom e.g., rolling pins or hole punches	Access to daily storytimes: children are exposed to quality texts/ practise comprehension skills			Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Listening to different genres of music
		Positional vocabulary		Introduce library sessions			Continue to learn that different groups of people have different gods, places of worship and celebrations and learn the names of main UK religions	Performing to an audience

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Spring Term 1 - Shakespeare	Self-Regulation Understanding the expectation to be conscientious in tasks	Developing the confidence to talk in front of groups/the class	Gross Motor Skills Learn to skip, sidestep, gallop and negotiate space effectively	RWInc Phonics Scheme - Learn to recognise and read consonant digraphs qu, sh, ch, th, ng, nk	RWInc Phonics Scheme – Learn consonant digraphs qu, sh, ch, th, ng, nk and write them within words	Number Cardinality and Counting Subitising to 10 with regular dot patterns/ Numicon	Past and Present To notice differences between now and the past – a ‘long’ time ago and ‘long-long’ time ago	Learning the technique of mixing powder paint
	The need to challenge themselves and choose to attempt tasks independently	Learning how to speak in a full sentence clearly and use connectives	Beginning to throw and catch accurately	Learn to read longer words - CVCC / CCVC words	Blending & segmenting Skills using digraphs	Matching numeral to several things	Being introduced to figures from the past – Shakespeare	Colour mixing – secondary colours
	Exploring how to be a good friend	Explore the characters and setting in a book	Practise sitting at table and carpet with core muscle control	Practise reading phrases and sentences independently	Talk in full sentences using conjunctions and correct tenses	Ordering 1-10	People, Culture and Communities That they live in Northampton which is in England	Creating shade using black/white
	Learning how to use words to solve a problem	Learn how a story is structured (beginning, middle and end)	Practise putting coat and shoes on independently, including doing up zip	Learning to read a range of High Frequency Words by sight	Learn to write captions, labels, lists, phrases and simple sentences (using CVC words and attempting longer words using phonics skills)	Beginning to compare numbers using correct vocabulary	Explore how people in our multicultural community celebrate special days – Pancake Day, Chinese New Year	Making props for role play and storytelling
	Managing Self Developing willingness to have a go	Practise observation and prediction skills	Fine Motor Skills Pencil skills Forming and sizing letters accurately	1-1 reading with a teacher		Composition Part whole model		Exploring collaging technique
	Speak in class or to other adults in the school	Use prepositions and instructional language	Pencil control exercises e.g., pencil dictionaries or colouring in within lines	Daily storytimes – children are exposed to quality texts and practise comprehension skills	Learning to hold a phrase/sentence in memory – think – say- write- check/hold a sentence	Number bonds within and to 5/10	Learn how people celebrate different events – weddings	Observational drawings
	Learning to try new things e.g., food	Understand the purpose of a question and ask appropriate questions - who, what, where, when and why	Scissor skills Cutting along a line or around a simple shape	Questioning skills – asking and answering who, what, where, when and why questions	Learning to put spaces between words	Addition/subtraction to 5	The Natural World Exploring changes in state/matter through cookery activities	Drawing and painting pictures in relation to stories and own experiences of weather/ seasons
	Recognising and talking about different feelings	Developing story telling skills (text maps)	Other tools and equipment Doing up and undoing buttons		Learns to write more High Frequency Words from memory	Numerical patterns Pattern Continuing a pattern e.g., ABC, ABB, ABBC etc	Explore how people in our multicultural community celebrate special days – Pancake Day, Chinese New Year	Exploring different textures
	Online safety	Practising the skills to hold a 2-way conversation			Practise handwriting families (correct letter formation)	Spotting an error in a pattern	Find out about another town, compare to Northampton (Guided Tour around Shakespeare setting)	Movement and listening games
	Building Relationships Exploring how to play in a group, extending and elaborating ideas	Exploring how to answer a two-part question or follow a two-part instruction	Drawing and painting more accurately	Books - retrieval of key information from texts including who, what, where, when and why, predict and anticipate key events, structure of non-fiction books, justifying answers using ‘because’		Odd and even numbers		Drama conventions – e.g. role on the wall, emotions
	Developing the confidence to initiate conversations with peers and adults			Vocabulary - use of taught vocabulary in storytelling and play		Comparison One more and one less	The Town Mouse and the Country Mouse – looking at features of different environments	Representations of music through topic
						Estimating	Naming & Sorting Materials	Explore how percussion instruments can be played in different ways e.g. fast, slow, loud, quiet

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Spring Term 2 - Toys	Self-Regulation Understanding the expectation to be conscientious in tasks	Developing the confidence to talk in front of groups/the class	Gross Motor Skills Learn to skip, sidestep, gallop and negotiate space effectively	RWInc Phonics Scheme - Learn to read multisyllabic words	RWInc Phonics Scheme Practising blending & segmenting skills using digraphs	Number Cardinality & Counting Count verbally to 20 Know number names to 20 and number formation	Past and Present Explore some similarities and differences between their own 'world' and things in the past (visit to the Toy Museum)	Discuss different shades and texture
	The need to challenge themselves and choose to attempt tasks independently	Learning how to speak in a full sentence clearly and use connectives	Beginning to throw and catch accurately	Continue to practise reading CVCC/ CCVC words	Talk in full sentences using conjunctions, and correct tenses	Practise matching numeral to several things	To know that some things happened in the past a long time ago and some things a long, long time ago! (Making a toy timeline)	Use a selection of painting tools and materials correctly and effectively
	Exploring how to be a good friend	Explore the characters and setting in a book	Practise sitting at table and carpet with core muscle control	Explore compound words	Form a sentence orally, memorise it and write it			Use recycled packaging materials to create 3D sculptures
	Learning how to use words to solve a problem	Learn how a story is structured (beginning, middle and end)	Practise putting coat and shoes on independently, including doing up zip	Read sentences and ditties with greater pace and confidence	Learn to use a capital letter and full stop to demarcate a sentence	Composition Composition / partitioning of numbers up to 10 e.g., 5 and 1 or 2 and 2 and 2 is 6	People, Culture and Communities Learn that they live in Northampton which is in England	Learn different ways of joining – glue, tape, split pins
	Managing Self Developing willingness to have a go	Practise observation and prediction skills	Fine Motor Skills Pencil skills Forming and sizing letters accurately	Read a greater range of High Frequency Words by sight	Write a greater range of sight word spellings from memory	Number bonds within and to 10		Rhyming activities and clapping games
	Speak in class or to other adults in the school	Use prepositions and instructional language	Pencil control exercises e.g., pencil dictionaries or colouring in within lines	Questioning skills - asking who, what, where, when and why questions	Practise handwriting families (correct letter formation)	Recording simple calculation (addition and subtraction) using own method e.g., dots or numbers or written words	People in our multicultural community celebrate special days - Easter	Opportunities to independently create own toy dances
	Learning to try new things e.g., food	Understand the purpose of a question and ask appropriate questions - who, what, where, when and why	Scissor skills Cutting along a line or around a simple shape	Vocabulary - use of taught vocabulary in storytelling and play		Numerical Patterns Pattern Making a pattern – their own or specified e.g., ABC, ABB etc	How people celebrate different events in different countries – weddings from different cultures/ religions	Representations of music through topic of toys
	Recognising and talking about different feelings	Developing story telling skills (text maps)	Other tools and equipment Doing up and undoing buttons	Books - explain ideas relating to stories		Understand number 11-20 and the pattern of the number system	The Natural World Explore changes in state/matter through egg investigations	Use of imagination Identify how music makes them feel e.g., if music is 'happy', 'scary' or 'sad'
	Online safety	Practising the skills to hold a 2-way conversation	Drawing and painting more accurately	Retell stories in the correct sequence		Comparison Learn to quickly identify one more and one less and the relationship with addition and subtraction	Learn about a hen's life cycle	Creating celebration cards - Mother's Day/ Easter cards
	Building Relationships Exploring how to play in a group, extending and elaborating ideas	Exploring how to answer a two-part question or follow a two-part instruction		Justify opinions about story characters and events using 'because'			Learning about seasons - Spring	
	Developing the confidence to initiate conversations with peers and adults			Link characters and settings to other stories				

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Summer Term 1 – Growing Plants	Self-Regulation Learn to be resilient and persevering when activities are difficult	Participate in discussions, contributing their own ideas	Gross Motor Skills Practising balancing along low narrow balancing equipment	RWInc Phonics Scheme	RWInc Phonics Scheme	Number Cardinality & Counting Counting on and back	Past and Present Recognise some of the differences in themselves between September and now	Observational drawings
	Beginning to resolve conflicts with peers	Use taught vocabulary in storytelling, play and writing	Practise throwing and catching a ball	Learn Vowel digraphs/ trigraphs (extension - alternate spelling patterns)	Blending & Segmenting skills using digraphs	Ordering 1-20	Learn about Van Gogh/ compare his world to ours	Explore different artists and styles Looking at famous artists work – Strawberries, sunflowers
	Beginning to learn to negotiate (and not be dominated or dominate)	Sequencing words	Negotiates space, speed and direction well	Read Sentences/ Ditties/ Books using phonics and other strategies to work out unknown words	Talk in full sentences using conjunctions, correct tenses and adjectives	Subitising larger numbers		
	Express feelings and consider other's point of view	Hold sustained conversations with peers and adults in the setting – back and forth, not just answering questions	Learn to talk about being fit and healthy	Read a range of High Frequency Words by sight	Form sentences orally, retain and write with capital letters and full stops (This may be in a simple narrative or non-fiction structure)	Composition Number bonds to 5 with instant recall	People, Culture and Communities Listen to stories from different religions	Colour mixing – secondary colours
	Set and work towards simple goals, being able to wait for what they want	Offer explanations on what they have learnt, created, seen	Demonstrate strength, balance and coordination when playing	Questioning skills - asking who, what, where, when and why questions	Write a range of sight word spellings from memory	Number bonds within 10 including inverse operations	Look at maps, globes and photographs, and listen to stories from different cultures to compare different places and people around the world	Discuss shapes and pattern within the environment
	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, follow instructions involving several ideas or actions	Demonstrate that they can listen attentively and respond to what they hear with relevant questions, comments and actions	Fine Motor Skills Refine their tripod grip	Vocabulary - use of taught vocabulary in storytelling, play and writing	Read own writing back to check it makes sense	'Teen numbers'		Share their creations with others explaining the process that they have used
	Managing Self Learn to express themselves if hurt or upset using descriptive vocabulary		Practise becoming more accurate and detailed when observational drawing	Books – make simple inferences about character feelings and actions, sequence a story correctly, make predictions	Write simple sentences using capital letters, finger spaces and full stops	Number problems to 10 and beyond including addition and subtraction	The Natural World Learn about how to look after our planet	Create own music or songs using instruments and body percussion
	Explain the reasons for rules, know right from wrong and try to behave accordingly	Make comments about what they have heard and ask questions to clarify their understanding	Increasing scissor accuracy and control and cuts around a shape accurately			Written number sentences including numerals and mathematical signs	Explore the life cycle of plants	Invent, adapt and recount narratives and stories with peers and teachers
	-Manage their own basic hygiene needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Talk in full sentences using connectives and adjectives	Use a wider range of tools than just writing pens/pencils e.g., small paint brushes	Able to talk about a book that they have read or that has been read to them using their own words and any taught vocabulary	-Descriptive writing -Story Retelling -Non-fiction labelling	Numerical Patterns Patterns Reciting and ordering numbers to and beyond 20 recognising the pattern.	Cooking using plants – Vegetable muffins/ fruit salad	Perform songs, rhymes, poems and stories with others and try to move in time to the music.
	Building Relationships Takes steps to resolve conflicts amicably with peers	Practise skills to initiate and sustain a conversation and then stay on topic for a prolonged period	Practise forming most letters accurately with appropriate ascenders and descenders	Use knowledge of stories in their role play		Comparison Comparing quantities to 10, recognising greater, smaller quantity.	Plants/tadpoles in class – observe and draw changes	
	Works and plays cooperatively and takes turns with others						Know the difference between different plants – recognise and name	
			Practise using a knife and fork to feed themselves				Learn about the seasons - Summer	

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Summer Term 2 – Amazing Animals	Self-Regulation Persevering when activities are difficult Explain their thoughts and emotions coherently Will begin to resolve conflicts with peers, negotiating (and not be dominated or dominate) Show an understanding of their own feelings and those of others Set and work towards simple goals, being able to wait for what they want Give focused attention, follow instructions involving several ideas or actions Managing Self Express themselves if hurt or upset using descriptive vocabulary Online safety and resilience Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Manage their own dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships Takes steps to resolve conflicts amicably with peers Work and play cooperatively and take turns with others	Participate in discussions, contributing their own ideas Use taught vocabulary in storytelling, play and writing Sequencing words Hold sustained conversations with peers and adults in the setting – back and forth, not just answering questions Offer explanations on what they have learnt, created, seen Demonstrate that they can listen attentively and respond to what they hear with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify their understanding Talk in full sentences using connectives and adjectives Practise skills to initiate and sustain a conversation and then stay on topic for a prolonged period 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	Improve balance along equipment Practise control when throwing and catching a ball Explore negotiating space and obstacles safely, with consideration for themselves and others Demonstrates strength, balance and coordination when playing Move energetically, running, jumping, dancing, hopping, skipping and climbing Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip Form most letters accurately with appropriate ascenders and descenders Practise cutting around a simple shape accurately Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing	RWInc Phonics Scheme Vowel digraphs/ trigraphs (extension - alternate spelling patterns) Read Sentences and Ditties with increasing pace and fluency Consolidation of previous knowledge and skills Read a range of High Frequency Words Read and understand simple sentences using phonic knowledge to decode regular words and sight read common high frequency words Believe they are a reader Questioning skills - asking who, what, where, when and why questions Vocabulary - use of taught vocabulary in storytelling, play and writing Make simple inferences about character feelings and actions, sequence a story correctly, make predictions Able to talk about a book that they have read or that has been read to them using their own words and any taught vocabulary	RWInc Phonics Scheme Blending & Segmenting skills using digraphs Talk in full sentences using conjunctions, correct tenses and adjectives Form sentences orally, retain and write with capital letters and full stops. (This may be in a simple narrative or non-fiction structure) Write a range of sight word spellings from memory Begin to write more extended pieces of work e.g., a story, a letter or a description Read own writing back to check and edit Write simple phrases and sentences that can be read by adults	Number Cardinality & Counting Learning how to solve number problems Composition Doubling, halving and sharing Recalling number bonds to 10 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 other quantity Can apply their mathematical knowledge e.g., of number bonds within wider calculations Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Numerical Patterns Pattern Explore doubling, halving and sharing	Past and Present Recognise some of the differences in themselves between September and now Explore the human life cycle - how they have changed since being a baby, make own timeline When I grow up I want to be ... Setting high aspirations Understand their 'immediate' past and longer ago People, Culture and Communities Listen to stories from different religions Look at maps, globes and photographs, and listen to stories from different cultures to compare different places and people around the world The Natural World Appreciation of the natural world – learn about endangered animals/ looking after the environment Life cycles of animals Animals live in different habitats Caterpillars in class – life cycle Observations of animals (naming and describing) Visit a farm or zoo Learn about Sun safety	Observational drawings Looking at famous artists - Self portraits Colour mixing – secondary colours Discuss shapes and pattern within the environment Clay animals Sewing (bug cushions) Share their creations with others explaining the process that they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Uses experiences and learnt stories to develop their own storylines Create own music or songs using instruments and body percussion Perform songs, rhymes, poems and stories with others and try to move in time to the music.