

Nursery/Reception Curriculum Map B



Key texts	Jack and the beanstalk Little red hen	Gruffalo Rosies walk First Christmas	Monkey Puzzle Enormous Turnip	Farmer duck Ginger bread man	Tiger who came to tea The magic porridge pot	Handas Surprise Goldilocks
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Links to Curriculum Drivers (Memorable Experiences)	<p>Partnership with parents Transient art session Talk matters parent session - Play with me Pumpkin Carving Session</p> <p>Cultural experiences eg music/artists - The Beatles - A little help from my friends Andy Goldsworthy Georges Seurat Seasonal / religious celebrations - Harvest festival Halloween</p> <p>Curriculum enhancement Make bread</p>	<p>Partnership with parents - Talk matters parent session - Talk with me Nativity performance</p> <p>Cultural experiences eg music/artists - music of different cultures Eric Boswell -little donkey Traditional Christmas music</p> <p>Seasonal / religious celebrations - Bonfire Night Christmas Remembrance day</p> <p>Visits / Visitors Church</p> <p>Curriculum enhancement Church nativity</p>	<p>Partnership with parents - play of enormous turnip Talk matters parent session - Listen to me</p> <p>Seasonal / religious celebrations - A Chinese new year celebration -Pancake day/ lent</p> <p>Visits / Visitors - Visit to an allotment</p> <p>Curriculum enhancement - Planting vegetables to grow</p>	<p>Partnership with parents - Talk matters parent session - sing songs and rhymes with me.</p> <p>Cultural experiences eg Farmhouse in a wheat field and Farmhouse in Provence by Van Gough Farmyard in Normandy- Monet</p> <p>Seasonal / religious celebrations - Mother's Day Easter</p> <p>Visits / Visitors - Farm visit/ pond dipping</p> <p>Curriculum enhancement - Making gingerbread men</p>	<p>Partnership with parents- Talk matters parent session - Share stories with me</p> <p>Seasonal / religious celebrations Father's Day</p> <p>Visits / Visitors kitchen to see where porridge would be made</p> <p>Curriculum enhancement - Making porridge</p> <p>Tea party for a chosen animal</p>	<p>Partnership with parents - Parent share and celebration. children show off their achievements in Reception. Family picnic.</p> <p>Cultural experiences eg music/artists - Vertumnus - oil painting produced by Giuseppe Arcimboldo</p> <p>Visits / Visitors -chef looking at different fruit and vegetables</p> <p>Curriculum enhancement -</p>



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<p>Engagement Ideas</p>	<p>Autumn explorers- encourage children to collect treasures.</p> <p>Children have a surprise visit from a giant- Can they build beanstalk to help him get back to his castle and out of the classroom?</p>	<p>Make bread with the hen</p> <p>Mid half term - trip to woods (Wynyard/Summerhill) linked to Gruffalo. Children follow simple trail (map) and collect autumn treasures.</p> <p>End of the half term - parents attend the nativity play/song session</p>	<p>Towards the end of the half term - visit an allotment and look at all the different vegetables they have</p> <p>Show to parents of the enormous turnip</p>	<p>Leave a map that has been found. Take the children out following directions... who is at the end?</p> <p>Towards the end of the half term - Visit a park to see ducks and ducklings in their natural habitat.</p>	<p>Children to make and taste porridge</p> <p>Tea party for a special visitor</p>	<p>Beginning of Term - Visit the school kitchen. Look at and discuss a range of foods such as fruit, veg, meat, fish etc.</p>
<p>Communication and Language</p> <p>Reception</p>	<p>Introduce and develop social phrases as part of their routine</p> <p>Talk about themselves and their families. Learn new vocabulary related to families and themselves and the Autumn theme. Develop the skills of listening and looking at the adult and why it is important. Engage in stories to learn new knowledge and vocabulary.</p> <p>Retell a story, once they have developed a deep familiarity with the text;</p>	<p>Children use listening skills to listen to and talk about stories to build familiarity and understanding.</p> <p>They learn and use the new vocabulary taught, during their play. Ask questions to find out more and clarify understanding Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn songs (in preparation for Nativity).</p>	<p>To listen attentively to stories and talk about what they have heard. To learn stories and act them out using expressive language. Begin to answer simple why questions</p> <p>They perform a shared retell of the enormous turnip.</p> <p>They learn new vocabulary linked to planting of the seeds.</p> <p>To use story language in play</p>	<p>Role play and act out linked stories using small world.</p> <p>Discuss characters feelings and link to own experiences speaking in clear precise sentences.</p> <p>How does it feel to be duck for the day. Duck writes a letter to the farmer.</p> <p>Re tell story using vocabulary from book</p> <p>Play listening games focussed on auditory discrimination.</p> <p>To begin to recognise and hear rhyme in story.</p>	<p>Children to innovate story and retell in sequence</p> <p>Join in with dialogue, actions and begin to change their voice to show character feelings and thoughts</p> <p>Begin to predict why something might happen with support from the teacher and during class discussion</p> <p>Begin to ask simple questions about stories and books read</p> <p>Practise retelling their own and familiar stories using a map and actions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Sequence events in stories</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Basic predictions and some inferences are made about character feelings</p>



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	<p>some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs (in preparation for Harvest)</p> <p>Confidently join in with story retelling using a range of sentence types Engaging in story times developing confidence in answering who, why, how, what, when questions</p> <p>Ask questions to find out more about each other.</p> <p><i>Core Poetry/Song</i> Leaves turn orange Cauliflowers Fluffy Dingle, dangle scarecrow The Squirrel 10 green bottles Here we go around the mulberry bush</p>	<p>Children learn to connect one idea to the next and express this in speech using a range of connectives.</p> <p><i>Core Poetry/Song</i> BEwARe - Zim, Zam Zoom Hickory Dickory Dock Two little dicky birds</p>	<p>Ask questions about life cycles of a seed.</p> <p><i>Core Poetry/Song</i> Let's invent a monster- Zim, Zam Zoom London Bridge Hot Cross Buns The Queen of Hearts</p>	<p>Encourage children to share and compare their own experiences of farms or pet shops with the group</p> <p><i>Core Poetry/Song</i> Pirate Pete- Zim, Zam Zoom Mary, Mary quite contrary Mary had a little lamb</p>	<p>To read and follow simple instructions on how to make Porridge.</p> <p>To talk about what they can see and listen to sounds in words.</p> <p><i>Core Poetry/Song</i> Slowly, Slowly Here is the beehive I know an Old Lady</p>	<p>Children learn about and discuss ways of being healthy.</p> <p>Children start to ask questions about what they hear.</p> <p>They can describe ways to be healthy and which foods are nutritious. They prepare healthy snacks linked to handas surprise, describing taste and texture</p> <p>Using a feely bag children use words alone to describe what they are feeling. Children to read key words and simple sentences to match to feelings.</p> <p>Children begin to critically evaluate the stories and their characters</p> <p>Children to sequence and retell Goldilocks.</p> <p>Children to innovate story and create own version.</p> <p><i>Core Poetry/Song</i> Hey Let's go- Zim, Zam Zoom Alliteration songs- Peter Piper Betty Butter Pat-a-Cake</p>
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<p>PSHE</p> <p>PSHE</p>	<p>To separate from adult with support.</p> <p>Develop their knowledge of themselves and what makes them unique.</p> <p>Help children to see themselves as individuals with unique qualities and characteristics and feelings - use this to support them to respect those of others. Help them to build positive, respectful relationships.. Children are encouraged to show resilience and perseverance in the face of challenge. Think about the perspectives of others. Link to little red hen and ho where her friends were not helpful</p> <p>What does being Ready, Respectful and Safe mean / look like?</p> <p>Being Me In My World</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle</p>	<p>Build constructive and respectful relationships.</p> <p>They talk about being different and how that makes everyone special but also recognising that we are the same in some ways.</p> <p>Children to talk about their own family and who they live with.</p> <p>The children talk about their homes and are asked to explain why it is special to them.</p> <p>They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them</p> <p>Celebrating Difference</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Talk about feelings and how they feel when they find something hard.</p> <p>Develop knowledge of perseverance- link to story and how they never gave up until the turnip was out.</p> <p>Consider what goals they want to achieve this year and what they will need to do to achieve this.</p> <p>Talk about pancake day and why some people celebrate it. Discuss that people have different beliefs.</p> <p>Dreams and Goals</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Achieving goals Jobs</p>	<p>Can they work as a team to make together to read instructions for making bread?</p> <p>Shared write a list for how farmers care for animals</p> <p>The animals in the story were good friends to the duck. Talk to the children about how it is important to be a good friend</p> <p>Circle time games Encourage children to sing songs as part of a group. Sing Old MacDonald using props and masks to act out the song - accepting all ideas and answers as equal.</p> <p>They discuss the importance of sleep and what they can do to help themselves get to sleep.</p> <p>They talk about hand washing and why it is important- especially when cooking gingerbread</p> <p>The class also discuss stranger danger and what they should do if approached by someone they don't know.</p>	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.</p> <p>They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships..</p> <p>Relationships</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Teach children to match feelings and behaviour - link to Goldilocks</p> <p>Discuss behaviour as a result of feelings - is it acceptable? Does it help? Plan positive steps of what we can do when we feel x or we do y?</p> <p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.</p> <p>Children understand that change can bring about positive and negative feelings, and that sharing these can help..</p> <p>Discuss how they have changed over the year</p> <p>Changing Me</p> <p>Bodies Respecting my body Growing up Growth and change Fun and</p>
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	Rights and responsibilities			Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety		fears Celebrations Transition
Physical Development	<p>Support children to refine the movements they have developed in Nursery (climbing, riding, balancing, hopping, jumping).</p> <p>Children will learn how to use one handed tools with increasing control.</p> <p>They will develop the skills to choose tools appropriate for purpose and work cooperatively with peers.</p> <p>To take on and off their own coat and hang it up.</p> <p>They will learn to use a knife and folk independently (involve parents to support with this at home).</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently - focus on eating with a knife and fork.</p> <p>Also refine cutting skills with scissors.</p> <p>Combining different movements with ease and fluency.</p> <p>To move freely in arrange of ways.</p> <p>Children will work cooperatively outdoors and indoors - safely using resources and apparatus.</p> <p>They will use outdoor equipment to develop overall body-strength, balance, co-ordination and agility.</p>	<p>Seed sorting with tweezers to strengthen fine motor skills.</p> <p>Moving to music to show the cycle of a seed to a turnip.</p> <p>Have some pancake races! Challenge the children to flip a pancake in a pan whilst completing a short race!</p> <p>To know the importance of brushing teeth and can independently do so.</p>	<p>To use a range of tools independently and accurately to make a gingerbread man.</p> <p>Re-enact the story with the children and encourage them to experiment with different ways of moving. Encourage the children to create movements for the duck's actions in the story and other story events.</p> <p>Encourage children to explore different ways of moving to represent different farm animals. Roll in the mud, peck the ground etc.</p> <p>Set up hall with apparatus and mats. Tell the children that they are farmers moving around the farm and encourage them to explore different ways of moving. Through muddy tracks, up hay loft ladders etc.</p>	<p>Healthy eating - Discuss why porridge is a healthy food. Talk about other foods that are healthy or unhealthy. Can the children think of examples?</p> <p>Discuss different breakfast foods and why it is important to eat breakfast. Encourage the children to talk about what they like to eat for breakfast. Some different breakfast foods could also be tasted, including porridge.</p> <p>Pots and pans of various sizes with porridge- different apparatus to move from one pot to another.</p>	<p>Plan and make healthy kebabs cutting the fruits carefully and with control. Plan and make smoothies preparing the portions of fruit and veg.</p> <p>Explore different ways of moving to represent the movements of different characters in the story. For example, the children could make big and slow movements for Daddy Bear or small and quick movements as Baby Bear. You could ask the children to run, walk, jump, crawl, skip and hop as different characters.</p> <p>Can the children create the three bears' cottage using large construction materials outside?</p>



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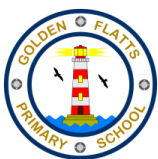
	<p>Practise getting changed for PE and dressing themselves afterwards.</p>	<p>To write their name</p> <p>To become increasingly independent in doing zips, buttons and jumpers</p>		<p>- Create directional instructions for the farmers to follow in the hall. 'Climb up the hay loft ladders,' 'Crawl through the pig sty,' 'Jump forwards into the puddle.'</p>		<p>Place oats into a bucket, then set up an obstacle course. Reception to create own course. Challenge the children to carry the bucket of oats, without spilling any, as they move over and under different pieces of equipment.</p>
Literacy	<p>Key knowledge Children talk about stories read to them, using new vocabulary. Children will retell familiar stories eg The Jack and the beanstalk.</p> <p>Confidently join in with story retelling using a range of sentence types Engaging in story times developing confidence in answering who, why, how, what, when questions</p> <p>Develop writing own name, correct letter formation.</p> <p>Begin to spell words by identifying the sound and writing the grapheme.</p>	<p>Key knowledge To develop a comfortable grip using pens and pencils.</p> <p>Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc.</p> <p>To name the different parts of a book</p> <p>To write a pretend shopping list for santa</p> <p>To start to write their name.</p> <p>Write a class poem using an adjective/noun/verb pattern linked to fireworks.</p> <p>They begin to read simple sentences/phrases (including common</p>	<p>Key knowledge Listen to, share and explore a range of books including non-fiction.</p> <p>. Make a zig zag book telling a story - enormous turnip Act out story using simple story lane/map</p> <p>Discussing feelings of characters as they move through text.</p> <p>Engage in conversation about the book and what has happened.</p> <p>Write instructions on how to grow a turnip.</p> <p>Look carefully at videos of sunflowers and how they grow from seed to flower</p>	<p>Key knowledge identify and name the different parts of a book, e.g. front cover, pages, et</p> <p>To sequence pictures from the text</p> <p>Create a story map with the children. Draw simple pictures to represent the different parts of the story. As a group, retell the story in your own words, using the map as a guide</p> <p>Innovate the story adding new characters and settings</p> <p>Write about and describe experiences using photographs from farm/park trip.</p> <p>Recount farmer ducks day</p> <p>Make information books on animals. Using simple sentences and key vocabulary</p>	<p>Key knowledge</p> <p>To spot and suggest rhymes</p> <p>To retell the narrative using props and images.</p> <p>Orally use a range of sentence types to retell stories</p> <p>Learn to describe and answer simple questions about the main characters and events in a story.</p> <p>Children to write what they can see as a baby from the text eg I can see (use images from text for children to spot items)</p> <p>Children to innovate story and retell in sequence</p> <p>Join in with dialogue, actions and begin to change their voice to show character feelings and thoughts</p>	<p>Key knowledge</p> <p>Re-tell a familiar story.</p> <p>To sequence events from traditional story</p> <p>Children to innovate parts of a known story and write their own version.</p> <p>Listen and respond to the ideas expressed by others in conversation or discussion</p> <p>Learn to describe and answer simple questions about the main characters and events in a story</p> <p>To talk about the different fruit and animals within the text- Do we see these every day?</p> <p>What do the children think happened to Goldilocks when she left the three bears' house?</p>



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	<p>Children to plot events of the story and act out using props.</p> <p>Children to think of words to describe the giant and Jack.</p>	<p>exception words). Learn to write simple sentences with a capital letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of the week (Love to Read/Write/Talk session).</p>			<p>Begin to predict why something might happen with support from the teacher and during class discussion</p> <p>Begin to ask simple questions about stories and books read</p> <p>Innovate their own independent story map by connecting ideas and events - use words/labels to give detail</p> <p>Children to talk about what they can see and write initial sounds</p> <p>Take photos of other areas around school and create a class book.</p> <p>Children to hear initial sounds and match up objects</p> <p>Children to sequence pictures from text</p> <p>Children to write short sentences</p> <p>To create a story map of story and retell using images.</p> <p>Play a CVC word game with the children, explore changing the letters in the word 'pot' to make other words such as 'pet'. Continue changing the letters, one at a time, to explore making a chain of words which come back to the original word 'pot'.</p>	<p>Children to build and hold a sentence.</p> <p>Make an information sheet on what is a healthy fruit or vegetable.</p> <p>To make a zig zag book with instructions of how to make fruit salad.</p> <p>Model writing simple letters with the children. They could write to Handa explaining what happened to the fruit she placed in her basket.</p> <p>Talk about the describing words used in the story and challenge the children to think of some other descriptive words to describe some real fruit</p> <p>Write a new ending to the story by adding a final page explaining what Goldilocks did next. Discuss that sentences need to begin with a capital letter and end with a full stop.</p> <p>Write an apology letter to the bears</p>
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					For example: pot, dot, dog, dig, pig, peg, pen, pet, pot.	To write a traditional tale
<p>Maths Linked to NCETM and LTP</p>	<p>Key knowledge Children to realise that not only objects can be counted. Children begin to rote count and join in with number songs and rhymes, Children to subertise 0-2 objects. Children to recognise basic 2d shapes in and around the environment.</p> <p>Children will count actions and sounds and play games to support subitising. They will understand the cardinal principle (beginning with a small set). Sing number songs and recite numbers up to 10 and beyond. Understand the language of more and less when comparing quantities. They will use positional and ordinal language linked to a story .They will talk about pattern and size- linked to transient art work.</p>	<p>Key knowledge Children to build with a range of resources and compare size using mathematical vocabulary. Children to develop subitising up to 2 objects. Children to continue number development by using each number in order up to 5. Encourage children to talk about pattern around them (eg on their socks/rugs)</p> <p>Children will count actions and sounds and play games to support subitising. They will understand the cardinal principle (beginning with a small set). Sing number songs and recite numbers up to 10 and beyond. Understand the language of more and less when comparing quantities. They will use positional and directional language linked to the children's</p>	<p>Key knowledge They show fingers up to 4 Understand position through words alone based on text lost and found. Children say one number for each item in order begin to understand the cardinal principle Make comparisons between objects related to size and quantities</p> <p>Children explore the composition and decomposition of numbers to 10. They will compare quantities of objects linked to the theme eg seeds, using appropriate mathematical language. They will also compose and decompose shapes as they create 2D and 3D models.</p>	<p>Key knowledge Children to talk about pattern and create their own. They will be developing their knowledge of sequence and begin to describe a sequence of events linked to weekly texts. Using knowledge of 2d shapes to help create other shapes and patterns.. To count objects, actions and sounds up to 4 Children to continue to develop subitising skills up to to 4.</p> <p>Children learn number bonds to 10 (using a 10 frame / The part whole model to 10) They will understand consecutive numbers and be able to show one more/less than a number. Children to create simple pictograms. They will compare weight, length and capacity - linked to the role of a farmer.</p>	<p>Key knowledge To consolidate counting skills saying numbers in order telling you how many objects are in a set. Children to solve problems based on theme using numerals to 5. Children to confidently tell you the composition of numbers 0-5.</p> <p>Children compare quantities in the context of the theme (eg. minibeasts) They count verbally beyond 20, recognising the pattern of the counting system. Children will practise subitising to 5 and recalling number facts using the context of the theme.</p>	<p>Key knowledge To further their understanding of prepositions. Children to understand position through words alone. To develop an understanding of capacity and associated vocabulary. Children to master counting objects and using numerals to represent a given set of objects, Children to master subitising objects.- bows, spoons etc Children to notice and correct errors in repeating patterns. Children to look at shape and size and order them</p> <p>Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. They verbally count beyond 20, recognising the pattern of the counting system.</p>



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		<p>agility course. They will Compare length and weight of animals in the role play areas.</p>				
<p>Understanding of the world</p> <p>Science History Geography RE</p>	<p>Key knowledge Develop their knowledge of themselves now and in the past - their bodies/ growth / life cycle / families.</p> <p>Explore the natural environment in our school grounds and also a trip to the woods. Talk about what they see</p> <p>Collect and Investigate autumn 'treasures' and name them. Learn about seasonal change and select a tree to observe over the year. Begin a weather diary.</p> <p>Children visit a church at Harvest. They also discover Shabbat. Children will take part in a range of activities linked to the festival of Diwali.</p>	<p>Key knowledge Children explore hens- where do they come from- look at life cycles. Talk about what the different forces they feel eg whilst making bread or running against the wind, Talk about the changes in materials whilst cooking</p> <p>Learn about their natural habitat - what do they see hear and feel.</p> <p>Look at animals that are found in the story- where do they live, what do they like to do. Fact files</p> <p>Observe our outdoor environment for wild animals / birds. Erect a bird feeder and make a log of the birds visiting.</p>	<p>Key knowledge Discuss different vegetable and how they grow. Children to grow their own vegetables such as beans, cress and carrots. Discuss what they need to grow. Talk about the forces used eg pushing and pulling. What else needs to be pushed or pulled</p> <p>Children to plant seeds and care for them. To understand the life cycle of a plant</p> <p>Visit an allotment- what is same or different to that of our outdoor space</p> <p>Why do we make pancakes? What is the meaning of shrove Tuesday?</p> <p>To understand Chinese New Year and its celebrations.</p>	<p>Key knowledge Children observe / record changes in chicks hatching and growing. Animals that lay eggs - explore their natural environments. Talk about the similarities and differences. Children to sort animals that do and don't lay eggs. Life cycle of a duck</p> <p>To look at animals and their young.</p> <p>Explore materials. E.g. egg shells, fluff, fur, string etc and for chn to sort them into different groups explaining their sorting. How do ducks keep their feathers dry? (experiment). To talk about the differences between materials and changes they notice whilst making a gingerbread man.</p> <p>Role of a farmer - visit to a farm.</p>	<p>Key knowledge</p> <p>Overflowing pots experiment - You will need some small pots, bicarbonate of soda and vinegar. Put a few spoons of bicarbonate of soda in the pots, spoon in some vinegar and watch the mixture overflow. Ask children to anticipate what will happen next, why they think that will happen and what else they would like to try, etc.</p> <p>Look at materials and how it changes (porridge)</p> <p>To compare weather now to that in Autumn term</p> <p>Look at what people use to eat for breakfast in the past and today.</p> <p>Use the children's interest in the story as a springboard to finding out more about porridge. Where does it come from? How do oats grow?</p>	<p>Key knowledge Exploring healthy lifestyles - occupations - who keeps us healthy? Fruit and veg - where do they come from? Can they grow in this country? -</p> <p>Challenge the children to draw a map so that Goldilocks can find her way back to the three bears' cottage and say sorry to them</p> <p>Ask the children where the three bears' cottage was. It was in the woods. Ask the children where their home is. What is their home close to? Focus on recognising that there are environments that are different to the one they live in.</p> <p>Investigate Fruit and veg - where do they come from? How do they grow? - sort</p>



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		Children learn about the meaning of Christmas and how Christmas is celebrated in churches.	Children look at the bible and listen to some stories that Jesus told. They also find out about other holy books.	Role play area - farm. How is this environment different to ours? Children learn about Easter and Easter celebrations in churches.	Research on the Internet using a child-friendly search engine We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas) Children find out about the Bible and hear some stories about Jesus.	Taking care of seeds from last half term - is it time to plant more - which month? Keeping our bodies healthy - food choices/activities/care routines -dental hygiene. Look at materials that are hard and soft and sort them We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas) Children find out about the Bible and hear some stories about Jesus.
Expressive Arts and Design Music Art DT Computing	Key knowledge Create self-portraits. They listen to Little help from my friends - The Beatles. Children to explore colour and colour mixing Children learn to mix colours and focus on Autumn colours. Paint Autumn trees - pointillism using cotton bud for leaves - Georges Seurat Children learn to recognise and replicate	Key knowledge Use percussion instruments to make the sound of the different noises you might hear in the woods. Encourage the children to think about which instrument would best suit the different sounds. You could even explore instruments for the different animals the Gruffalo meets	Key knowledge Use percussion instruments to make the different sound effects for different parts of the enormous turnip story. Pancakes- The children could think of different sounds to accompany a recipe e.g. sieving in the flour could be a tambourine and cracking in the eggs could be a wood block.	Key knowledge Sing songs relating to farm. Children to innovate on 'Old MacDonald Had a Farm' and have props available. Farmhouse in a wheat field and Farmhouse in Provence by Van Gough Children to draw a gingerbread man adding on facial details. Children follow the steps to draw chicks.	Key knowledge Provide a range of percussion instruments and noise makers for the children to use to create sound effects for the story events and the characters. Encourage children to talk about which instrument would be best for each character and event. Using empty plastic pots, children could make shakers. Place some oats or other grains inside the pots, cover with paper or tinfoil and secure with an elastic band. Encourage children	Key knowledge Observational drawings of vegetables/fruit Children to draw the house they live in and the people they live with. Use Frida Kahlo's Viva la Vida for inspiration. Children to print and paint the arrangement of watermelon.



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	<p>a steady beat (use body percussion - link to tapping syllables) Children listen to Learn to sing and perform harvest songs for an audience. Children to explore musical instruments Look at the work of Andy Goldsworthy - Create Transient art pictures using Autumn leaves, conkers, fir cones, sticks, etc... large and small scale (indoor and outdoor) Use the book Leaf Man. Children to represent themselves. Children explore materials</p>	<p>Sing and perform Christmas carols for church visit / nativity</p> <p>Children to follow recipe to make bread</p>	<p>Children to follow steps to draw their own vegetables- still life drawing</p> <p>Children to use inspiration from =</p> <p>Make Chinese dragon for Chinese new year.</p> <p>Follow instructions to make pancakes and begin to notice how the state changes before and after it is cooked.</p> <p>Children to use cameras to capture the sequence of making pancakes/ dragon dance/ seeds</p> <p>Listen to some CLASSICAL music - sunflower- Henry Mancini</p> <p>Watch waltz of the flowers (from nutcracker) and begin to move rhythmically to the music. Can children move appropriately and talk about their movement choices? Clap to the beat in a circle as children partner dance.</p>	<p>Children make puppets to represent characters from stories read so far.</p> <p>To use computers to draw gingerbread man using 2simple</p>	<p>to explore the different sounds they can make.</p> <p>Children to make their own pinch pots out of clay or salt dough</p> <p>Children to make own food for tea party</p> <p>Explore colour Mixing to paint their magic pots.</p> <p>Mix some oats with some paint for children to try porridge painting!</p> <p>To create invite for the party</p>	<p>Children to design their own fruit smoothies and make them.</p> <p>Children to make fruit salad Children to make a bed for Goldilocks to sleep in.</p> <p>Children to use cameras to take photos of each step</p>
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