

This Long Term Plan is the overview created by year group teams, which outlines the overarching themes, stimulus and core texts that will be used throughout the year to engage pupils in the learning. It includes a brief summary of the learning that the children in each year group will be achieve by the end of the academic year. This planning ensures that there are rich and thoughtful stimuli for learning in place in order that a rich and engaging curriculum is provided for pupils.

Reception Long Term Overview

Autumn Term		Spring Term		Summer Term	
<b>Autumn 1</b> Welcome to Willow	<b>Autumn 2</b> Seasons and Celebrations	<b>Spring 1</b> Stories I love	<b>Spring 2</b> Farm	<b>Summer 1</b> Curious Creatures and where they live.	<b>Summer 2</b> Curious Creatures and where they live.
Enquiry Question: Who am I?  (To include baselines.)	What do changing seasons and celebrations mean to me?	What makes a story? (To include Heritage and diversity week)	Where does our food come from?	Who lives in our Willow Tree?	Who lives in the Ocean?

Core Texts- key texts in bold.

\*Highlighted texts to be revisited throughout the year.

<p><b>Everybody's Welcome (No Matter Who You Are.....)-</b> Patricia Hegarty</p> <p><b>Grumpy Frog-</b> Ed Vere</p> <p><b>The Tell Me Tree-</b> Karen Inglis</p> <p><b>Kind-</b> Alex Scheffler</p> <p><b>Happy in Our Skin-</b> Fran Manushkin</p> <p><b>How do you Feel-</b> Gillian Liu</p> <p><b>Going to the Dentist-</b> Anne Civardi and Stephen Cartwright</p> <p>Fox Makes Friends by Adam Relf</p>	<p><b>Seasons Come, Seasons Go-</b> Patricia Hegarty</p> <p><b>The Squirrels that squabbled –</b> Rachel Bright</p> <p><b>Room On The Broom-</b> Julia Donaldson.</p> <p><b>Bog Baby-</b> Jeanne Willis</p> <p><b>Amazing-</b> Steve Anthony</p> <p><b>Hair Love-</b> Matthew A Cherry</p> <p><b>Diwali-</b> Chris Deshpande</p> <p><b>British Mammal reference books</b> (non-fiction).</p> <p><b>Let's Celebrate: Festival Poems from around the World-</b> Debjanni Chaterjee and Brian D'arcy</p> <p>Bear Snores on by Karma Wilson</p>	<p><b>There is no Dragon in this Story-</b>Lou Carter</p> <p><b>The Three little Pigs</b></p> <p><b>The Town Mouse and The Country Mouse</b> (Suzanna Davidson)</p> <p><b>Paddington-</b> Michael Bond (Extracts from the story and history).</p> <p><b>Cleversticks-</b> Bernard Ashley</p> <p><b>Amazing Grace-</b> Mary Hoffman</p> <p><b>Handa's Surprise-</b> Eileen Browne</p> <p>The Three Bears and other traditional tales.</p>	<p><b>A Little Seed (book and film)-</b>Mabel Watts</p> <p><b>The Little Red Hen</b></p> <p><b>Farmer Duck –</b> Martin Waddell</p> <p><b>Oliver's Vegetables-</b> Alison Bartlett and Vivien French</p> <p><b>The Runaway Tractor-</b> Heather Amery</p> <p><b>Where food comes from? -</b> Emily Bone (non-fiction)</p> <p><b>Handa's Hen-</b> Eileen Browne</p> <p><b>Lily's Garden of India-</b> Jeremy Smith</p> <p>The Ugly Duckling- Hans Cristian Anderson</p> <p>Farmyard Hullabaloo – Giles Andreas (film)</p> <p>The Pig in the Pond – Martin Waddell</p>	<p><b>Superworm-</b> Julia Donaldson</p> <p><b>The Hungry Caterpillar-</b> Eric Carle</p> <p><b>Thumbelina-</b>Hans Christian Anderson</p> <p><b>Mad about Minibeasts-</b> Giles Andreae</p> <p><b>Anna Hibiscus Song-</b> Atinuke and Lauren Tobia</p> <p><b>One Grain of rice-</b> Demi</p> <p><b>Non-fiction insect reference books</b></p> <p>The Bad tempered ladybird- Eric Carle</p>	<p><b>Commotion in the Ocean-</b> Giles Andreae</p> <p><b>Who Swallowed Stanley-</b> Sarah Roberts</p> <p><b>The Night Pirates-</b> Peter Harris</p> <p><b>The Pirates Next Door –</b> Jonny Duddle</p> <p><b>Skip Across The Ocean-</b> Collected by Floella Benjamin</p> <p><b>Splash, Anna Hibiscus-</b> Atinuke and Lauren Tobia</p> <p><b>Non-fiction: Oceans and sea life.</b></p> <p>At the beach – Roland Harvey</p> <p>The Storm Whale – Benji Davies</p>
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I am too absolutely small for school – Lauren Child Starting School – Janet and Allan Ahlberg Friends – Kim Lewis I will Not Ever Never Eat a Tomato- Lauren Child	Squirrel’s busy day by Lucy Barnard. Scaredy Squirrel by Melanie Watt Owl Babies – Martin Waddell We’re going on a Bear Hunt – Michael Rosen		Jack and the Beanstalk The Pigs Knickers – Jonathan Emmett		Dear Greenpeace – Simon James
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Whole School Events

27.09.21 Harvest Festival Assembly  01.10.21 – 15.10.21 Black History Month	04.11.21 Diwali – Activities  11.11.21 Remembrance Day  12.11.21 Children in Need  15.11.21-19.11.21 Anti-Bullying/Friendship/Wellbeing Week  03.12.21 Hanukkah Assembly  10.12.21 Christmas Jumper Day  13.12.21- 17.12.21 Christmas Week  Christmas Church Service TBC	05.01.22 – 21.01.22 Heritage and Community Project  27.01.22 Holocaust Memorial Day  01.02.22 Chinese New Year – activities – Year of the tiger	22.02.22 – 25.02.22 Staying Safe Week  01.03.22 Shrove Tuesday – Pancake activities  03.03.22 World Book Day  18.03.22 Holi – Collaborative Art Focus, dress bright day, possible colour run  21.03.22-27.03.22 Shakespeare Week  (27.03.22 Mothering Sunday)  01.04.22 Ramadan	Easter  29.04.22 Eid – End of Ramadan Project – 2 Weeks RE – Community Judge.  16.05.22-27.05.22 STEM Project	07.06.22-10.06.22 Aspire/Careers Week  16.06.22 Great Science Share  20.06.22 – 24.06.22 Healthy Living Week  Transition  Enterprise
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**Learning Experiences**

*May be adapted to meet the needs and interests of the children.*

**Communication and Language**

Promoting talk and developing vocabulary is of prime importance and is embedded across the areas of learning.

	<p>On entering Reception we initially focus on communication skills which enable them to initiate friendships, introduce themselves and ask for help.</p> <p>Language is developed through a rich environment and every opportunity is taken to further children's learning through quality interactions. Children who require more support with communication and language take part in Talk Boost intervention or specific support. Children develop words, phrases and sentences and can describe their understanding and ideas. They develop their ability to listen, evaluate and respond. They will gain confidence to speak in-front of others and will describe and create stories with simple structure.</p> <p>Learning experiences and provision ensure relevant and ambitious vocabulary is introduced and then embedded.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Personal, Social and Emotional Development</b>	<p>Welcome to Team Willow. Get to know your school grown-ups.</p> <p>Make new friends and try new things.</p> <p>Meet the Class Mascots and Superhero toys and learn about Willow values, expectations and learning superpowers.</p> <p>Find out who helps us and keeps us safe and how to stay safe in school.</p> <p>Learn how to be a friend and share and recognise feelings.</p> <p>Learn how to relax and calm ourselves.</p>	<p>Continue to develop how we express our feelings and respond to the needs of others.</p> <p>Share some understanding of why we are kind and share.</p> <p>Collaborate with a partner and understand how to take turns as part of a larger group.</p> <p>Create a gift and explore our understanding of giving and receiving.</p>	<p>Recap earlier learning to welcome Paddington to Willow.</p> <p>Recognise a hero or heroic act?</p> <p>Be able to share and collaborate with a partner and understand how to take turns as part of a larger group.</p> <p>Begin to understand how to adjust their behaviour and choices in different situations.</p> <p>Begin to understand that we have lots in common but are all unique and have different likes, dislikes and experiences.</p> <p>Welcome 'Paddington'</p> <p>Name a special place?</p> <p>Describe a character and discuss their</p>	<p>Develop understanding of hygiene and Internet safety focus during Staying Safe Week.</p> <p>Collaborate to hide and hunt for Easter Eggs.</p> <p>Children are able to take turns as part of a larger group.</p> <p>Begin to understand how to adjust their behaviour and choices in different situations.</p> <p>Initiate and reciprocate friendly behaviour and understand the meaning of collaboration.</p> <p>Express how you feel.</p>	<p>Road safety focus.</p> <p>Develop awareness of the feelings and needs of others.</p> <p>Develop own ideas in line with school routines and expectations.</p> <p>Begin to share information, evaluate what they know and communicate their, their likes and dislikes, welcoming praise and asking for help when needed.</p> <p>They begin to understand how to adapt to changes in routine and environment.</p>	<p>Celebrate our year in Reception and prepare for transition to Year 1.</p> <p>Develop and adapt- Children can develop their own ideas in line with school routines and expectations. They begin to share information, evaluate what they know and communicate their, their likes and dislikes, welcoming praise and asking for help when needed.</p> <p>They begin to understand how to adapt to changes in routine and environment.</p>

			actions and behaviours.	<p>Know who can help you and have awareness of how to keep yourself safe.</p> <p>Have a range of strategies to calm themselves, sometimes with support. Share some understanding of why we are kind and share. Build constructive and respectful relationships. Have increasing ability to listen and acknowledge the needs of others. E-safety- continue to recognise how and when to ask for help.</p>		
<b>Physical Development</b>	<p>How to hold and use a knife and fork and try new food .</p> <p>How to hold and turn the pages of a book.</p> <p>Explore the 'Trim Trail'.</p> <p>Take part in 'Mile with a smile'</p>	<p>Manipulate playdough to create characters from current texts. Explore different ways of moving.</p>	<p>How to use apparatus and equipment safely. Why we must respect the personal space of others. To apply direction to zips and clothing. That physical activity makes us hot and can make us feel tired.</p>	<p>Develop understanding of a healthy diet and lifestyle. Perform a series of experiments which relate to oral health. Gross motor activities develop overall body strength,</p>	<p>Continue to develop gross motor activities develop overall body strength, coordination, balance and agility.</p> <p>Continue to develop fine motor skills to form letters and numbers correctly.</p>	<p>Continue to develop gross motor activities develop overall body strength, coordination, balance and agility.</p> <p>Continue to develop fine motor skills to form</p>

	<p>How to take care of our teeth as part of daily routine.</p> <p>Thread beads to create a friendship bracelet.</p>		<p>That resilience and practise helps us to improve.</p> <p>That we can calm ourselves and move slowly and carefully. We can improve our control, movement and balance. How to hold mark making tools, mark make and manipulate materials in an increasingly controlled way. How to select and hold tools to use them effectively. How to balance, climb and jump safely. How to move around and adjust speed. Following instructions and actions.</p>	<p>coordination, balance and agility. Enhanced provision: Food references in the provision. Cones and signs to contribute to using the bikes safely.</p> <p>Use malleable materials to create.</p> <p>Adjust letter size to fit a range of paper, cards, and envelopes.</p> <p>Variety of mark making equipment such as sizes of paintbrushes. Manipulate and join materials to create a desired outcome.</p>	<p>Perform everyday activities such as zips, buttons and using a knife and fork.</p>	<p>letters and numbers correctly. Perform everyday activities such as zips, buttons and using a knife and fork.</p>
<b>Literacy</b>	<p><b>Phonics:</b> Daily RWI sessions. <b>Comprehension:</b> Hold a book correctly, handle with care and turn pages from front to back. Recognise the features of a book.</p>	<p><b>Phonics:</b> Daily RWI sessions. <b>Comprehension:</b> Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions</p>	<p><b>Phonics:</b> Daily RWI sessions. <b>Comprehension:</b> Use picture clues to help read a simple text. Understand the structure of a non-fiction book is different to a fiction book.</p>	<p><b>Phonics:</b> Daily RWI sessions. <b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked,</p>	<p><b>Phonics:</b> Daily RWI sessions. <b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening.</p>	<p><b>Phonics:</b> Daily RWI sessions. <b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p>

	<p>Listen and enjoy sharing a range of books. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p> <p><b>Word Reading:</b> RWI Set 1 sounds introduction. Hear general sound discrimination and be able to orally blend and segment. Begins to recognise set 1 sounds after introduction and regular recapping.</p> <p><b>Writing:</b> Develop listening and speaking skills in a range of contexts. Become aware that writing communicates</p>	<p>linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI.</p> <p><b>Writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write</p>	<p>Continue to develop understanding of narrative. Discuss a favourite story. Retell a simple story. Predict and anticipate key events based on illustrations, story content and title. Play is influenced by experience of books (small world, role play). Develop own stories and characters. Use actions and words to tell a story.</p> <p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI.</p> <p>Writing: Use appropriate letters for initial sounds. With scaffolding begin to copy and write CV,</p>	<p>can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.</p> <p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <b>Writing:</b> Build words using letter sounds in</p>	<p>Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <b>Writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. <b>Composition:</b> Write a simple</p>	<p>Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts <b>Word Reading:</b> Read phonetically appropriate texts including red words. Re-read what they have written to check that it makes sense.</p> <p><b>Writing:</b> Show awareness of the different audience for writing.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences.</p>
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	<p>meaning. Give meaning to marks they make. Understand that thoughts can be written down. Takes part in mark making opportunities. Introduction to letter formation and sound/ symbol relationship.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom.</p>	<p>letters and strings, sometimes in clusters like words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>CVC and short words containing familiar digraphs.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p>writing. Write simple phrases with support.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences. Begin to write a simple sentence with some support and scaffolding.</p> <p><b>Spelling:</b> Spell to write phonetically appropriate words. Spell some irregular common (red) words independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Increasing awareness of orientation and direction.</p>	<p>sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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	Draws lines and circles.					
<b>Maths</b>	<p>Mathematical development:</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <ul style="list-style-type: none"> <li>• Matching, sorting and comparing.</li> <li>• Comparing amounts.</li> <li>• Comparing size, mass and capacity.</li> </ul> <p>Exploring pattern - making simple patterns.</p>	<p>Mathematical development:</p> <p>Explore the composition of numbers to 10.</p> <p>Subitise.</p> <p>Automatic recall of number bonds 0-5.</p> <ul style="list-style-type: none"> <li>• Representing 1, 2, 3, 4 and 5.</li> <li>• Comparing 1, 2, 3 then 4 and 5.</li> <li>• Composition of 1, 2, 3 then 4 and 5.</li> <li>• Circles and triangles.</li> <li>• Positional language.</li> <li>• One more/less.</li> <li>• Shapes with 4 sides.</li> </ul> <p>Time – night and day.</p>	<p>Mathematical development:</p> <p>Explore the composition of numbers to 10.</p> <p>Subitise.</p> <p>Automatic recall number bonds 0-10.</p> <ul style="list-style-type: none"> <li>• Introducing zero.</li> <li>• Comparing numbers to 5 and composition.</li> <li>• Comparing Mass and capacity.</li> <li>• Number 6, 7, 8.</li> <li>• Making pairs, pairs wise.</li> <li>• Doubles.</li> <li>• Combining 2 groups.</li> </ul> <p>Length, height and time.</p> <p>Develop-</p>	<p>Mathematical development :</p> <p>Explore the composition of numbers to 10.</p> <p>Subitise.</p> <p>Automatic recall number bonds 0-10.</p> <ul style="list-style-type: none"> <li>• Numbers 7, 8, 9</li> <li>• Making pairs.</li> <li>• Combining groups.</li> <li>• Number bonds.</li> <li>• 3D shapes.</li> </ul> <p>Patterns.</p>	<p>Mathematical development :</p> <p>Explore the composition of numbers to 10.</p> <p>Subitise.</p> <p>Automatic recall number bonds 0-10.</p> <ul style="list-style-type: none"> <li>• Number 10 and beyond, subitising, counting, sorting, matching, comparing, order.</li> <li>• Composition of numbers to 10 and beyond.</li> <li>• Counting patterns to 10 and beyond.</li> <li>• Spatial reasoning.</li> <li>• 3D shape.</li> <li>• Match, rotate and manipulate.</li> </ul> <p>Pattern – AABB, BBA</p> <p>Develop-</p>	<p>Mathematical development :</p> <p>Explore the composition of numbers beyond 10.</p> <p>Subitise.</p> <p>Automatic recall of number bonds 0-10.</p> <ul style="list-style-type: none"> <li>• Adding more.</li> <li>• Taking away</li> <li>• Number bonds.</li> <li>• Shape – spatial reasoning.</li> <li>• Doubling.</li> <li>• Sharing and grouping.</li> <li>• Even and odd.</li> </ul> <p>Patterns and relationships.</p>

	<p>Develop- Link the number symbol with its cardinal number value.</p> <p>Count beyond 10</p> <p>Compare numbers.</p> <p>Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns.</p>	<p>Develop- Link the number symbol with its cardinal number value.</p> <p>Count beyond 10</p> <p>Compare numbers.</p> <p>Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as number can.</p> <p>Compare length, weight and capacity.</p>	<p>Develop- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as number can.</p> <p>Compare length, weight and capacity.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as number can.</p> <p>Compare length, weight and capacity.</p>	<p>Develop- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as number can.</p> <p>Compare length, weight and capacity.</p>
<p><b>Understanding The World</b></p>	<p>Help us get to know you and your families and special people.</p> <p>Learn about soap and germs through an experiment.</p> <p>Occupations of people that help us.</p> <p>Visit our photo booth to celebrate your First day of school.</p> <p>How have you changed since you were a baby?</p>	<p>Take part in an Autumn walk and nature hunt.</p> <p>How does our world change with the seasons?</p> <p>Begin to explore celebrations, cultural traditions and special times which reflect our class and school and invite parents and carers to participate and further our understanding.</p> <p>Recognise the different features of some British plants</p>	<p>Heritage and diversity- What makes me and my family special? Explore buildings and construction. Describe a place that is special to me. Recognise similarities and differences in people we know. Where we live. Doncaster. Begin to recognise a simple map and that the planet we live on is called the earth. Recognise that different stories have different settings.</p>	<p>Learn about the purpose and characteristics of farms and farming.</p> <p>What do living things need to grow?</p> <p>Hatching Chicks. How to take care of an animal.</p> <p>Occupations-farmer. Farming in the past. Name, compare and contrast a variety of plants and animals.</p>	<p>Take part in a bug hunt. Investigate creatures found in the school and local environment. Notice and describe the world around us. How to take care of our environment and our world. Continue to explore life-cycles. Create a map of a familiar area. Explore how things move and stop as part of STEM week. Explore recycling and its purpose.</p>	<p>Investigate, compare and contrast creatures from different environments. Explore ocean creatures. Perform experiments to explore floating and sinking. Look at the effects of pollution and learn how we and others can take care of our planet. Explore diversity in occupations and lifestyles and show sensitivity to the</p>

		and wild animals and how they change and adapt with reference to seasons and Harvest.	Mythical and magical creatures. Explore the role food plays in celebrations.	Describe a favourite animal and its features. Continue to explore lifecycles. Notice changes over time. Develop awareness of different habitats. Continue to explore the role food plays in celebrations. Create a plan for a farm. Visit to a farm.		needs and feelings of others.
<b>Expressive Art and Design</b>	Learn how to take a photo and create a portrait.  Introduce a range of music, instruments and dance.  Learn some new songs and join in with actions and rhythms.	Paint an image of a tree and depict the changing seasons (Calendar). Create a collage using natural materials. Work as a team to build a 'vehicle' to deliver presents. Contribute to a Nativity Performance. Continue to introduce a range of music, instruments and dance.	How to draw a bear.  Perform a dragon dance.  Use actions and words to tell a story. Continue to introduce a range of music, instruments and dance.	Continue to introduce a range of music, instruments and dance. Explore different ways to make prints. Contribute to a collaborative collage exploring texture.	Develop some understanding of size, distance and scale. Use paint to depict a flower. Continue to introduce a range of music, instruments and dance.	Create a piece of artwork related to the ocean. Recognise how music and environment can affect our senses and wellbeing and transform how we are feeling. Develop vocabulary to describe this.