

YR Curriculum Map 2023 - 2024

Inquisitive-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...

Persistent-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...

Disciplined-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...

Imaginative-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...

Collaborative-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...

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	Person-Who am I?		Blossom-What is growing?		Planet-Who lives here?	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips	Church, local walk.		Norwich Castle		Gressenhall	

Longitudinal Study - Science
How do the trees at Wicklewood School change over the four seasons? - One Year with Kipper - accompanying text - months and seasons of the year.

Key Texts	Model text: Little Red Hen	Model text: The Gingerbread Man	Model text: Mr Gumpy's Outing	Model text: Jack and the Beanstalk	Model text: The Gruffalo	Model text: The Princess and the Pea
	Key texts: Rosie's Walk, Peace at Last, So Much! On The Way Home, Farmer Duck, Shhh! I am Nefertiti, My Beautiful Voice, Family and Me, All Kinds of Families	Key texts: Room on The Broom, Jolly Christmas Postman, Whatever Next, Meesha Makes Friends, My Two Grannies, And Tango Makes Three, Alex and Alex	Key texts: The Bear's Winter House, Mr Archimedes Bath, Mrs Armitage, I Love Chinese New Year, Grandad's Camper, Jabari Jumps, Jabari Tries	Key texts: Jaspers Beanstalk, Once there were Giants, A Piece of Cake, The Colour Monster, Billy and the Dragon, My Nana's Garden, Two Places to Call Home	Key texts: The Gruffalo's Child, Where the Wild Things Are, Goodnight Moon, Not Now Bernard, Amy Wu and the Patchwork Dragon, Look up! My Monster and Me, The Hidden House	Key texts: Daisy Eat your Peas, Oliver's Vegetables, Giraffes Can't Dance, The Giant Jam Sandwich, Six Dinner Sid, ,Once Upon a Time, Clean Up! Julian is a Mermaid, Little Red, Princesses Break Free

Songs and Rhymes	Farm songs and rhymes - Old Macdonald, Dingle Dangle Scarecrow, Oats and Beans	Animal songs and rhymes - Hey Diddle, Bear went over the Mountain, At the Zoo	Traveling songs and rhymes - Row Row your Boat, Animal Fair, Boats Sail on Rivers	Growing songs and rhymes - The Farmer Plants his Seeds and I'm a Little Seed	Songs and rhymes from around the world	Traditional songs and rhymes - sing a song of sixpence, Do your Ears hang Low, One Man went to Mow
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Communication and Language	I can talk about photos of myself and my family – circle times. I can share favourite books, songs and stories. I can retell the story of The Little Red Hen and Rosie's Walk using actions and story maps. I can join in with rhymes and songs daily – including Old Macdonald, Dingle Dangle Scarecrow, Oats and Beans. I share and talk about non-fiction texts about chickens. I can ask and answer questions about the text and using 'why' questions when hot seating. I can use prepositions when recreating the story Rosie's Walk. I	I can talk about how and where I belong. I can imitate and retell the story using actions and story map to assist. I can perform and re-enact the story to and with others. I can innovate The Gingerbread Man own story. I join in with rhymes and songs and innovate them e.g 'Hop, hop, as fast as you can'. I can talk about what happened in the story and predict what might happen next. I can talk about the feelings of the characters.	I can imitate and retell the story of Mr Gumpy's Outing using actions and story maps. I can innovate the story and share my ideas with others. I can talk about what happened in the story and predict what might happen next. I can create my own characters for the story. I can create my own questions to ask Mr Gumpy. I can sequence events in the story. I can talk about my favourite part and why it's my favourite. I can create another ending for the story.	I can imitate and retell the story of Jack and the Beanstalk using actions and story maps. I can innovate the story and share my ideas with others. I can change the ending of the story. I can discuss whether I agree or disagree with the decisions in the story. I can sequence events in the story and use them to retell. I can invent my own story using the story structure of Jack and the Beanstalk. I can describe characters and discuss their feelings. I can hot-seat characters from the story.	I can retell, imitate and innovate the story of The Gruffalo. I can work with a partner to retell and act out the story. I can work in a small group to respond to the story with questions and comments. I can give opinions on the story and make comments about what I have heard. I can ask questions about the plot and characters in the story. I can engage in conversations with my friends and teachers. I can use my senses on a Woodland walk and describe what I heard, saw, smelt and felt.	I can retell, imitate and innovate the story of The Princess and the Pea. I can invent my own story and create a story map. I can compare different versions of the story and talk about how they are similar/different. I can change the plot of the story and offer alternative endings. I can hotseat the characters in the story responding with questions and comments. I can discuss what I already know about castles and devise questions about what I would like to find out. *I can use language to describe where I have moved a robot.
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	can explore new vocabulary in the story and name parts of a hen.	I can describe the looks and character of the fox. I can hot-seat the Fox, asking 'why' questions.	I can join in with rhymes and songs daily – including Row Row your Boat, Animal Fair, Boats Sail on Rivers. I can create my own verses for Row Row your Boat. I can describe animals by giving clues to create a guessing game. *I can give a sequence of instructions.	I can talk about what a plant needs to grow and give instructions on how to plant a bean. I can make observations of plants and nature using my senses in the natural environment. I can give a recount of a trip to the allotment and talk about my favourite part.	I can describe and compare different species of trees and their leaves. I can describe woodland animals. I can give and follow clues and instructions in a woodland hide and seek listening game. I can create character portraits and setting descriptions.	*I can make a sequence of decisions to guide a robot. *I can use positional language to describe routes through a simple maze.
Personal, Social and Emotional Development	I can talk about how it feels to belong and similarities and differences. I can start to recognise and talk my feelings – happy, sad and angry. I can work with others to make school a good place to be by following school rules. I understand why it's important to be kind and use gentle hands. I am starting to understand children's rights and responsibilities. I can talk about friendships and responsibilities in the story. I can talk about how we can be a good friend. I can talk about ways to share and take turns. I can start to talk about and celebrate the values of trust, love, courage and forgiveness.	I can identify something I am good at and understand everyone is good at different things. I understand being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind. I can recognise the gingerbread showed courage and trust and talk about how or when. I can talk about when I have shown courage and determination.	I can tackle challenges and talk about how. I can talk about a time when I didn't give up and achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I can talk about the jobs I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud. I can talk about the things that make me feel proud. I can identify the reasons why Mr Gumpy was kind. I can discuss who I would share my boat with and why.	I understand I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know what the word healthy means and know some foods are healthier than others. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands and understand why this is important. I know who my safe adults are and how to stay safe if they are not close to me. *I can talk to a peer about being safe online. *I can talk about how to apply safety story lessons when using technology. I can work in a team to build a giant beanstalk. I can discuss the characters feelings in the story and talk about how I would feel.	I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend and add my thoughts to a friendship tree. I can say how I and others are feeling. I can show my understanding of feelings by changing my behaviour. I can wait for my requests and needs to be met. I can follow instructions and work in a team to build an animal den and a shelter in the forest. I can talk about courage and the courage of the characters in the story. I can discuss a time when I was brave. I understand how to care for our school's natural environments and can talk about how to create safe space for animals. I can participate in woodland mindfulness and know how to use nature to regulate.	I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I can talk about the healthy foods I like and create a healthy dinner collage plate collage (Daisy Eat your Peas) I can design, make and eat a salad. I understand that we all grow from babies to adults and can sequence growth pictures. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception. I can talk about bedtime routines and the importance of sleep. I can use strategies to regulate myself when I feel angry or sad. I can set myself goals. I can listen and respond to adults, even when engaged in activity. I can follow instructions accurately to play barrier games. I can give a partner directions using positional language. I can work with a partner to make a sequence of decisions to guide a robot.
Physical Development	I can play games with increasing coordination such as – Duck Duck Goose and Farmers in the Den. I can climb over, under and through a Rosie's Walk obstacle course. I can create my own obstacle course. I can move across large apparatus using different ways of travelling – chicken feet, duck waddle, prowling cat, charging dog. I can make a hen collage using increasing scissor skills. I can draw and paint a self-portrait. I can create patterns with a wide variety of tools. I can create collages. I can make repeating patterns with beads, cubes, bears.	I can copy and follow movements in yoga sessions. I can join in the Gingerbread man Hokey Cokey, travelling in different ways. I can jump on a hopscotch and trail. I can make a den for the gingerbread man to hide in. I can use a variety of construction materials to make bridges. I can make junk model boats, rockets and structures. I can use tools and manipulate dough to make a gingerbread man. I can use scissors to create a gingerbread man collage. I can draw myself, my family and my home.	I can travel in different ways and create animal movements responding to music. I can create dens and homes for animals using large scale natural resources. I can create habits for animals using small world resources. I can create a 3D model of the story. I can create boats using paper, card and scissors. I can draw and paint animals from the story. I can use tools and manipulate dough to make food for Mr Gumpy's tea. I can create collage habits for animals in the story.	I can build a giant beanstalk using resources and equipment outside. I can play a Jack and the Beanstalk game using movements linked to the story - tiptoe, creep, run, climb, jump and change tempo - slowly and quickly. I can build an obstacle course to move around the giant's house. I can play hopscotch jumping with two feet and hopping with one on the leaves of giant drawn beanstalk. I can use tools to make soup and fruit salad and cutlery to eat it. I can build my own 3D beanstalk and castle using scissors from craft materials and junk modelling. I can draw and paint castles.	I can create an obstacle course outside using natural and found materials and travel on and around the space safely. I can show strength, balance and co-ordination in movement. I can move in different ways- run, jump, skip, climb, hop and dance. I can participate in team games and obstacle relays. I can use a range of tools e.g. scissors. hole punch, stapler to make leaf crowns and sculptures. I can accurately draw woodland animals and make observational drawings of natural objects using a tripod grip.	I can make a moving body using split pins using a hole punch, split pins and scissors. I can draw round a partner's body and label the parts. I can use tools and equipment to make a salad. I can make large and small scale castles using a variety of construction materials. I can travel around space and obstacles safely. I can show strength, balance and co-ordination in movement. I can move in different ways- run, jump, skip, climb, hop and dance. I can hold a pencil effectively (tripod).

	<p>I can use fingers and tongs to sort objects. I can knead and manipulate bread dough and play dough.</p>	<p>I can create patterns with increasing control with pencils, pens and paintbrushes.</p>	<p>I can climb over, under and through obstacles I can throw, kick, pass and catch a large ball.</p>	<p>I can make observational drawings and paintings of my growing bean plants and other plants. I can create patterns such as zigags, waves and spirals. *I can click to the mouse to open programs I can find and type single letters</p>	<p>I can use a range of one handed tools and natural objects to make a clay gruffalo head. I can use tools to cut and prepare gruffalo crumble. I can create a frame and weave natural materials.</p>	<p>I can use a range of tools e.g. scissors. I can draw with accuracy.</p>
Literacy	<p>Daily RWI sessions I can form letters in paint, glitter, chalk, water, foam, pencil and pen. I can write my own name. I can draw/write some elements of a story map. I can write initial sounds in labels and words. I can orally segment words daily and write and build words from the story. I can identify rhyming words in stories and games. I can retell the story of The Little Red Hen and Rosie's Walk using actions and story maps. I can join in with rhymes and songs daily – including Old Macdonald, Dingle Dangle Scarecrow, Oats and Beans. I share and talk about non-fiction texts about chickens.</p>	<p>Daily RWI sessions I can form letters in paint, glitter, chalk, water, foam, pencil and pen. I can write my own name independently. I can draw/write a story map. I can write initial sounds in labels and words and begin to write cvc words. I can orally segment words daily and write and build words from the story. I can identify rhyming words in stories and games. I can write labels, lists and cards. I can use puppets to retell a story. I can innovate a class or own story. I join in with rhymes and songs and innovate them e.g 'Hop, hop, as fast as you can'. I can talk about what happened in the story and predict what might happen next. I can talk about the feelings of the characters. I can describe the looks and character of the fox.</p>	<p>Daily RWI sessions I can draw and label a story map. I can write speech bubbles for the animals in the story. I can write a shopping list for tea, a set of rules for the animals, a recipe, instructions, captions to describe settings. I can start to use finger spaces between my words. I can write cvc rhyming strings. I can write most lower case letters and some capitals. I can recall the main events in the story. I can predict the ending of the story. I can join in with rhymes and songs daily – including Row Row your Boat, Animal Fair, Boats Sail on Rivers. I can create my own verses for Row Row your Boat. I can say and write clues for an animal guessing game.</p>	<p>Daily RWI sessions I can draw and label a story map. I can write the beginning, middle and end of the story. I can write a bean diary, character descriptive sentences, label a plant, write seed packets, instructions for planting and labels for the garden. I can start to use finger spaces between my words. I can write cvc rhyming strings. I can write lower case letters and some capitals. I can create a recount of a trip to the allotment and talk about my favourite part. I can give an alternative ending to the story. I can join in with rhymes and songs daily – including The Farmer Plants his Seeds and I'm a Little Seed. I can create my own verses for a growing song. I can listen to growing poems and contribute to creating my own class poem.</p>	<p>Daily RWI sessions I can write and read back simple sentences about the story. I can invent and retell my own quest story based on The Gruffalo. I can write instructions, a recipe, setting descriptions, character portraits, labels and woodland animal fact files. I can explore alliteration using a word bank. I can find rhyming words in the story and write CVCC and CCVC rhyming strings. I can form most lower case letters correctly. I can start to use finger spaces between my words. I can hold my pencil in a good tripod grip. I can write CVC, CVCC and CCVC words with sounds and letters I know. I can write tricky words. My teacher can read my sentences. I can join in with rhymes and songs daily – including songs and rhymes from around the world.</p>	<p>Daily RWI sessions I can write letters, an invitation, stories, a poster, a report and poems. I can write my own story based on The Princess and the Pea. I can write most upper and lower case letters correctly. I can discuss and write synonyms for words in the story. I can write descriptions of characters and settings using adjectives. I can write a question to ask a character in the story. I can write CVC, CVCC and CCVC words with sounds and letters I know. I can write tricky words. I can write simple sentences. I can read my own sentences. My teacher can read my sentences. I can join in with rhymes and songs daily – including sing a song of sixpence, Do your Ears hang Low, One Man went to Mow.</p>
Maths	<p>I can match pictures and objects. I can identify a set. I can sort objects by type. I can compare size, mass and capacity. I can explore patterns, copy and continue patterns. I can create own patterns in including repeating patterns. I can compare amounts and say which has more and less. I can join in and recite counting songs and rhymes that involve simple addition and subtraction – 5 Little Ducks, 5 Speckled Frogs, 5 Little Space men, 5 fat Sausages etc.</p>	<p>I can find one more and less from a set of objects. I can match, sort and group objects. I can recognise numerals to 5. I can show how numbers can be made up (up to 5) e.g. 1 and 3 is 4 and know there is more than one way of doing this. I can count up to at least 6 objects with accurate 1:1 correspondence. I can explore patterns, copy and continue patterns. I can create own patterns in including repeating patterns and border patterns. I can recognise circles, triangles and shapes with 4 sides.</p>	<p>I can count actions and movements up to 10. I can count up to at least 10 objects with accurate 1:1 correspondence. I understand what zero represents. I can say a number that is one more/less using resources. I can subitise numbers up to 5. I can show how numbers can be made up (up to 8) e.g. 1 and 3 is 4 and know there is more than one way of doing this. I can count to 10 and back by rote. I can compare two quantities using the vocabulary more, less and the same. I can create my own patterns and spot errors in patterns. I can match numeral and quantity to 8. *I can predict two or more continuations of a simple pattern.</p>	<p>I can start to identify odd and even numbers by sharing. I can recall number bonds to 5. I can start to give some linked subtraction facts. I can recall double facts for 1, 2, 5 and 10. I can subitise numbers up to 5. I can show how numbers can be made up (up to 10) e.g. 1 and 3 is 4 and know there is more than one way of doing this. I can match numeral and quantity to 10. I can say a number that is one more/less using resources.</p>	<p>I can recognise the numerals to 10 and match to quantity I can order numbers to 10 I can recognise quantities up to 5 without counting I can compare quantities using greater/ more than, fewer/ less than, the same/ equal I can show patterns in numbers to 10 I can say whether a number is odd or even, up to 10 I can share objects equally</p>	<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame, Numicon I can recall some double facts within 10 I can recall number bonds up to 5 and some to 10 I can match subtraction facts with number bonds I can count beyond 20 *I can use language to describe where I have moved a robot. *I can make a sequence of decisions to guide a robot. *I can use positional language to describe routes through a simple maze.</p>

			*I can identify and fix longer broken patterns.			
Understanding of the world	<p>I can talk about my family and where I live using photos.</p> <p>I can talk about the things I am good at. I identify how I have changed.</p> <p>I can identify changes in the story 'Once there were Giants'.</p> <p>I can use my senses on an autumn walk and describe what I can see, hear, feel and smell.</p> <p>I can use my senses to explore natural autumn and harvest objects. Identify changes in materials when making bread.</p> <p>I can change materials when mixing paint and exploring messy play.</p> <p>I can talk about how it feels to belong and similarities and differences.</p> <p>I can explore grinding grains to make flour and find out about windmills.</p> <p>I can talk about what happens on a farm and what a farmer does.</p> <p>I can talk about how is harvest celebrated.</p> <p>I can observe the changes in trees in Autumn (LS study).</p> <p>*I can independently turn machines on and use them for their intended purpose.</p>	<p>I can talk about the similarities and differences in families.</p> <p>I can use my senses to talk about Bonfire Night.</p> <p>I can explore floating and sinking – Why do some things float and others don't? Would the Gingerbread man float?</p> <p>I can experiment other ways the Gingerbread man could travel across water - transport across water, what vehicles are used on water, how do they differ to other vehicles, boats in the past and present.</p> <p>I can talk about some of the ways people celebrate Diwali.</p> <p>I can talk about how Christmas is celebrated and find out about how countries celebrate Christmas around the world.</p> <p>I can visit a church to find out more about my local community.</p> <p>I can observe the changes to trees in Autumn (LS study).</p> <p>*I can open the camera app on an ipad and take a picture myself.</p>	<p>I can talk about my favourite days out and holidays through sharing photos and drawing.</p> <p>I can talk about my favourite toys.</p> <p>I can find out about my grandparents' toys and make some comparisons to now.</p> <p>I can talk about some of the ways people celebrate Chinese New Year.</p> <p>I can explore and talk about old toys.</p> <p>I can find out about river habitats and create my own small world environments.</p> <p>I can describe a river environment using my senses.</p> <p>I can bake cakes and make jelly for Mr Gumpy's tea exploring heating and melting.</p> <p>I can explore freezing and melting water and explain the changes.</p> <p>I can describe the seasonal changes in winter (LS study - sleeping trees).</p> <p>*I can independently choose a piece of technology that will help me.</p>	<p>I can talk about how I am different now to when I was a baby and the things I can do now that I couldn't.</p> <p>I can look at pictures from the past of familiar adults as children and talk about the differences.</p> <p>I can find out about other children's lives around the world using books and multimedia.</p> <p>I can talk about my special place and understand that other people from other religions and cultures have special places.</p> <p>I can talk about some of the ways people celebrate Easter and why Christians celebrate Easter.</p> <p>I can talk about some of the ways people celebrate holi and Eid.</p> <p>I can draw a map of the garden.</p> <p>I can draw an imaginary map from the story.</p> <p>I can plant seeds and make observations as they grow.</p> <p>I can describe the growing in the allotment and garden and watch them change over time.</p> <p>I can observe and talk about the physical changes when making soup.</p> <p>I can describe the seasonal changes in Spring (LS study - wake up trees)</p>	<p>I can use my senses on a Woodland walk and describe what I heard, saw, smelt and felt.</p> <p>I can describe and compare different species of trees and their leaves.</p> <p>I can describe and sort woodland animals.</p> <p>I can talk about my favourite place to visit and why it is special to me.</p> <p>I can talk about the lives of people I am familiar with and create a family tree.</p> <p>I can talk about the past using the book 'The Hidden House'.</p> <p>I can give similarities and differences between the past and now through looking at household objects such as a washboard and washing dolly.</p> <p>I can describe what happened to the hidden house over time.</p> <p>I can find Australia on a globe and talk about similarities and differences.</p> <p>I can observe and describe the changes to trees in Summer (LS study - blossom and bloom)</p>	<p>I can talk about the roles of people in society.</p> <p>I can talk about different job roles and the roles of people in my family.</p> <p>I can talk about the past using books and stories about castles.</p> <p>I can identify and names some parts of a castle and talk about how life would have been different.</p> <p>I can give similarities and differences between the clothes worn in the past and now.</p> <p>I can name and label body parts.</p> <p>I understand that we all grow from babies to adults and can sequence growth pictures.</p> <p>I can sort, describe and make observations of fruit and vegetables.</p> <p>I can describe the growing in the allotment and garden and watch them change over time.</p> <p>I can use vocabulary to describe locations of castles eg. cliff, coast, hill, mountain, forest.</p> <p>I can use a map of the school to complete a treasure hunt.</p> <p>I can use positional language to give a partner directions.</p> <p>I can observe and describe the changes to trees in Summer (LS study - shades of green)</p>
Expressive Arts and Design	<p>I can create self-portraits in different mediums.</p> <p>I can use harvest vegetables to make faces inspired by an artist.</p> <p>I can explore colour mixing independently and with an adult.</p> <p>I can create collages using developing scissor skills.</p> <p>I can join in with rhymes and songs daily – including Old Macdonald, Dingle Dangle Scarecrow, Oats and Beans.</p> <p>I can use my imagination in play to role play area and create small world.</p> <p>I can role play and retell the story with props.</p> <p>I can join in action songs and dances. explore art materials and colour mixing freely using the creative area.</p> <p>I can use and explore tools in art and manipulate areas freely.</p> <p>Artist Focus- Archimboldo</p>	<p>I can use tools and clay to create a gingerbread man.</p> <p>I can mix primary colours to make secondary colours - green, purple and orange.</p> <p>I can use colours for a purpose.</p> <p>I can use a variety of tools and techniques such as brushes, cotton buds, fingers, toilet roll, to create firework paintings.</p> <p>I can design and make a bridge and boat for the Gingerbread Man.</p> <p>I can create Gingerbread Man collages using a range of papers and fabrics.</p> <p>I can use my imagination in play to role play area and create small world.</p> <p>I can role play and retell the Gingerbread Man and Christmas story with props.</p> <p>I can join in action songs and dances. explore art materials and colour mixing freely using the creative area.</p> <p>I can use and explore tools in art and manipulate areas freely.</p> <p>Artist Focus - Matisse</p>	<p>I can create drawings and paintings of animals.</p> <p>I can create drawings and paintings of my favourite places.</p> <p>I can use printing and collage to create settings from the story.</p> <p>I can create a winter tree collage.</p> <p>I can create a river painting inspired by Seurat.</p> <p>I can explore animal prints and patterns.</p> <p>I can travel in different ways and create animal movements responding to music.</p> <p>I can join in with rhymes and songs daily – including Row Row your Boat, Animal Fair, Boats Sail on Rivers.</p> <p>I can create my own verses for Row Row your Boat.</p> <p>I can use role play and small world to retell the story.</p> <p>*I can form pictures digitally with multiple tools/colours (doodle buddy).</p> <p>Artist Focus - Seurat (Painting of Bathers at Asnieres)</p>	<p>I can use role play and small world to recreate the story.</p> <p>I can respond to music to create movements matched to the story and vary the speed of movements.</p> <p>I can create my own music to tell a story.</p> <p>I use musical instruments and body percussion to make patterns.</p> <p>I play instruments linked to written symbols e.g. zigzag lines for bells, circles for drums.</p> <p>I can sing a range of songs matching the pitch and melody.</p> <p>I can combine different techniques to make a mixed media picture.</p> <p>I can make observational drawings and paintings of flowers and plants.</p> <p>I can create natural sculptures and patterns with natural materials.</p> <p>*I can draw or construct a pattern with at least three continuing elements</p> <p>Artist focus - Andy Goldsworthy.</p>	<p>I can use props and materials to recreate the story.</p> <p>I can use a range of tools e.g. scissors. hole punch, stapler to make leaf crowns and sculptures.</p> <p>I can accurately draw woodland animals and make observational drawings of natural objects using a tripod grip.</p> <p>I can use a range of one handed tools and natural objects to make a clay gruffalo head.</p> <p>I can use instruments to create sounds for woodland animals.</p> <p>I can use instruments to create a musical story.</p> <p>I can create a frame and weave natural materials.</p> <p>I can design a shelter for a woodland animal thinking about colour, texture and function.</p> <p>I can explain what I have made and talk about how I made it.</p> <p>I can talk about what I like about my work.</p> <p>I can create a dot painting inspired by aboriginal art.</p>	<p>I can use props and materials when I am role playing the story and creating imaginary situations.</p> <p>I can make observational drawings and paintings of fruits and vegetables.</p> <p>I can make observations and talk about the work of artist Frida Kahlo.</p> <p>I can describe the clothes in a portrait.</p> <p>I can create a self-portrait and a portrait of a family member.</p> <p>I can use symbols to play a simple composition on a percussion instrument.</p> <p>I can create and perform my own compositions.</p> <p>I can make a moving body using split pins using a hole punch, split pins and scissors.</p> <p>I can design a royal crest. I can design and make a milkshake.</p> <p>I can explain what I have made and talk about how I made it.</p> <p>I can talk about what I like about my work.</p> <p>Artist focus - Frida Kahlo</p>

					Artist Focus - Aboriginal art.	
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