

Half Termly Overview – Art is all Around me!

Foundation

Bible Verse "He has made everything beautiful in its time." – Ecclesiastes 3:11 Values Gratude, Creation, Adventure, Exploration, Happiness Outcome Art Gallery at Famsfield Library Visits/Visitors Famsfield Library Core texts • The Gruffalo – Julia Donaldson, Axel Scheffler • The Small and the Whale – Julia Donaldson, Axel Scheffler • Road Dahl – 'George's Marvellous Medicine' (Daffodiis) • Baid Dahl – 'Sice Tor' (Butterups) • Communication and language • Ustening, attention and understanding • To make predictions on what they have heard during a story, listening carefully to the storyline. • To the send and language • To the send and candulary correctly (demonstrating understanding) within full sentences and apply it. (e.g. I am delighted with my new traings understanding) within full sentences and apply it. (e.g. I am delighted with my new toflow the HeartSmart programme. Building Relationships • To know that there are people who they can tell when they see something that makes them uncomfortable. • To know that there are people who they can tell when they see something that makes them uncomfortable. • To know that there are people who they can tell when they are upset. • To know that there are people who they can tell when they are upset. • To hold back & forth conversations, listening to their pears' ideas and responding appropriately.		
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To begin following and touching the phonemes and graphemes as they read them.	Word Reading	To know and identify initial sounds in words.
		 To understand the difference between blending and segmenting.
		 To begin following and touching the phonemes and graphemes as they read them.
		• To begin blending to read simple cvc words using the taught phonemes.
To read a short caption. E.g. The tap.		To read a short caption. E.g. The tap.

Writing	Remember, hold and talk a sentence aloud.
Writing	 To write all of their name, with improved letter formation.
	 To use their knowledge of letter sounds to confidently write initial sounds.
	 To use their phonic knowledge to begin writing CVC words, segmenting the phonemes
	aloud.
	 To re-read the CVC words they have written and clearly articulate the word, to check it
	makes sense.
	 To spell taught tricky words correctly and form short sentences e.g.: The cat is sad.
	Maths –NCETM Mastering Number programme.
Number	Confidently Subitising to 5.
	 Confidently building numbers out of 1's.
	• Demonstrate and recognize the cardinality of 5 using fingers, dice numicon to recognise and
	represent numbers.
	• Be able to compare using amounts within their play and everyday experiences.
	• To have an awareness of the composition of 5.
	• Be able to say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and
	recognise the numeral.
	 Record numbers with a developing understanding of number formation.
	Identify number bonds to 5.
Numerical Patterns	Be able to count aloud in order to 5 and beyond.
	Be able to understand the order of numbers 5-10.
	Be able to recite the day of the week.
	Copy, continue and create an AB pattern.
	Notice and correct an error in an AB pattern.
	• Use language to describe the relationship between quantities (e.g. 'more than, less than and
	 equal to) Are able to share objects to make an equal group.
Space Shape and	 Are able to share objects to make an equal group. Engage with capacity activities and share what they can see happening, knowing when something
Space Shape and Measure	is empty or full.
weasure	Understanding the World
Past and Present	Know that people around them have different roles in society and talk about their lives in depth.
	 Understand some important processes and changes in the natural world around them, including
	the seasons.
	• Comment on pictures of familiar situations that they have experienced in the past.
	• Use vocabulary linked to time with increased accuracy to describe their experiences.
	• Discuss the chronology of who is in their family.
	Understanding the difference in the text type and use non fiction texts to further their knowledge
	Has an awareness of time, such as the days of the week and months in a year.
The Natural World	Comment on the natural world around them, make observations and draw pictures of animals
	and plants.
	 Know that plants grow and are usually green.
	 Know that plants change as they grow.
	Know that changes occur when animals grow.
People, Culture and	 Know some stories from the Bible, including Easter.
Communities	Know some similarities and differences between different religious and cultural communities in
Communities	this country, drawing on their experiences and what has been read in class.
Communities	this country, drawing on their experiences and what has been read in class.Begin to engage with big ideas (R.E.)
	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.)
Communities	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output.
	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object.
Technology	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object. Expressive Art & Design
	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object. Expressive Art & Design Experiment with colours of paint.
Technology	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object. Expressive Art & Design Experiment with colours of paint. Shape using modelling materials.
Technology	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object. Expressive Art & Design Experiment with colours of paint. Shape using modelling materials. Know that art exists all around us.
Technology	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object. Expressive Art & Design Experiment with colours of paint. Shape using modelling materials. Know that art exists all around us. Select appropriate resources when designing.
Technology	 this country, drawing on their experiences and what has been read in class. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.) Press different buttons to change an output. Know that they can change the speed of an object. Expressive Art & Design Experiment with colours of paint. Shape using modelling materials. Know that art exists all around us.

	Know that products need to be strong.
	Stir, mix and pour ingredients.
	Know how to select materials and explain their choices.
	Know how to select colours for a purpose.
	• Add detail to paintings and drawings making then more representative of their subject.
	Be able to work collaboratively with their peers on artwork sharing their resources cooperatively
Being Imaginative and	• Watch and talk about dance and performance art, expressing their feelings and responses.
Expressive	• Listen attentively, move to and talk about music, expressing their feelings and responses.
	Understand how to build on their previous learning, refining ideas and developing their ability to
	represent them when creating music.
	• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in
	time with music.
	Record ideas in different ways (notation).
	 Sing along to songs with increased accuracy.
	• Use musical instruments for a purpose, and engage with this in their play to follow simple beats,
	rhythms etc.
	• Understand how to control the instrument to create a desired sound.
	• Know how to participates in small world play, with increased narrative, building up a storyline
	with their peer, which is increasingly complex and imaginative.