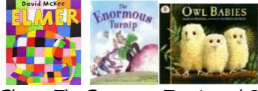








EYFS Reception Long Term Plan (Year 1) 2023/2024

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests. Children's progression will be observed, targeted, and tracked through our progression goals which lead to ELG and beyond.

	Autumn 1 (7.5 weeks)	Autumn 2 (6.5 weeks)	Spring 1 (5.5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)	
Main Theme (but not limited to.)	Amazing ME!	Weather & Celebrations	People who Help Us	Down on the Farm	Minibeasts	Homes and Buildings	
Possible Ideas / lines of enquiry These mini-ideas within the themes may change or be replaced depending on child interest or fascination.	All about me and my family Show and Tell Starting school Staying healthy, food and our body How have I changed? Signs of Autumn	Different types of weather, animals in winter, Where in the world? (Comparing our weather to other countries Arctic and the North Pole) Birthdays, Bonfire Night, Diwali, Christmas, Toys of the past.	My heroes- Who is special to me? Who help us in our school, People who help us? Explore different careers. Signs of change from Winter to Spring	Life cycle of a Chick Animals on the Farm Night and day animals Food from a farm	Lifecycle of a minibeast Bug Hunt What are insects? Build a suitable home for a bug.	Reading maps Creating a map Differences and Similarities to hot location Materials to build a house	
Experiences /Trips	Harvest Festival, Offsite Forest Fun Sessions, Bonfire Night, Remembrance Day, Children in Need, Sponsored Walk, Nativity Play, Christmas		Q & A Visit from People of different occupations, Trip to Rays Farm or Althea's Farm or Acton Scott, Multi Sports Festival at Lacon Childe School		Trip to experience pond dipping, Local minibeast hunt and survey. Trip to a castle, Local walk around Stottesdon, Whole School - Sports Day Swimming Lessons at Highley		
Core Texts (see EYFS Reading Spine which includes non-fiction texts)	Talk 4 Writing Texts	 Elmer, The Enormous Turnip and Owl Babies	 Tree: Seasons Come and Seasons Go, We're Going on a Bear Hunt, Dear Santa Non-fiction Letter to Santa	 The Gingerbread Man and Supertato Non-fiction Wanted poster	 Rosie's Walk and Farmer Duck Non-fiction Fact file farm animal	 The Very Hungry Caterpillar and The Sleepy Bumble Bee (Pie Corbett) Non-fiction Fact file Minibeast	 When Goldilocks went to the house of the bears, The three little pigs and Mr Wiggle and Mr Waggle (Pie Corbett) Non-fiction Recount a journey
	Core Rhymes	I have ten little fingers, Head Shoulder Knees and toes, This is the way we wash our hands, Draw a portrait of myself, My Body Song, Lots of People in My Family. If you're happy and you know it.	Five Little Snowmen, Doctor Foster, It's Raining it's pouring, the sun has got his hat, I hear thunder, Rain, rain, go away, What's the Weather, We wish you merry christmas	999, Emergency song, Being Helpful, I'm a firefighter, Special Helpers, Five little Monkeys jumping on the bed. Miss Polly had a dolly. There are lot of people to help us.	Old MacDonald had a farm. Five little Chicks Baa Baa Little sheep Underground Veg song Jumping up and Down on a tractor Chick Chick Chicken There was an old lady that swallowed a fly	Five Little Woodlice Little Miss Muffet Incy Wincy Spider Lots of Minibeast I love Worms. Ladybird, Ladybird Taking home my little bumblebee	Ten in a Bed Jack lives in a wooden box Ten green bottles Jack and Jill The Wheels on the bus The wiseman built his house on the sand. I'm a Little Teapot
	Poems	Chop Chop Leaves are falling. Five Little Pumpkins	Who Has Seen the Wind? Breezy Weather Pointy Hat Thunderstorm	Let's Put on Our Mittens Carrot Nose Hungry Birdies Pancakes	A Little Seed Spring Wind Pitter Patter	I Have a Little Frog A Little Shell Under the stone	Five Little Peas Slice of Bread
Word Aware	Under, More, Quick, Near, All, Last, Before	Same, Between, Day, Different, Heavy, Side, Next To	Through, Front, Over, Around, Thick, Early	Shiny, Above, Both, Second, Next	Light, Dark, Corner, Bigger, Thin, Rough, Below	Few, Later, Light (not dark) Straight, Heavier, Half, Wide	
Reading * Tricky Words	Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r I Week 5 h b f l the	Week 1 ff ll ss j Week 2 v w x Week 3 z zz qu words ending with s ch Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags) *put pull full as and has his her go no to into she push he of we me be	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words * was you they my by all are sure pure	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ *Review all taught so far	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky Words said so have like some come love do were here there when what one little says	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words Tricky Words Review all taught so far	
	Develop routines for phonics and reading sessions. Modelled blending sessions daily. Name reading in continuous provision. Making predictions.	Daily CVC activity for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs. Basic Who, what, where, when Qs for comprehension. Independent decodable books in the environment. Learning and role-playing stories Comparing to stories we already know. Good Vs bad.	Daily independent reading of basic sentences. More complex sentences daily supported reading. Comparison of fiction and non-fiction. Understands that information can be found in non-fiction books. Looks through non-fiction books with interest. Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc	Signify whole class text and begin to make simple innovations of places and character.	Independent reading of books with multiple sentences. Introduction of 'why?' inference questions. Sorting texts fiction/non-fiction	Signifying/story maps/innovate small sections W,W,W,W questions.	
Writing	Dough Disco and strength activities for those that still need it. Ordering letters of my first name Daily name writing. Modelled drawing with CVC labelling. Basic control and letter formation. Introduction to letter formation sessions. Labelling all artwork with name. Initial sounds	Focused strength activities for those that need it. Daily name writing. Correct formation focus. Weekly modelled drawing and writing sessions. Weekly letter formation session. 1:1 CVC labelling task weekly Writing lists Simple caption writing Label story snippets with what they see	Daily CVC tasks involving new digraphs and revisits of old. Daily hand strength and home activities for those that need it. Weekly modelled writing. Model of finger spaces to separate words. Pupil guided spelling. Weekly modelled drawing and letter formation session. 1:1 writing task weekly. Drawing illustrations and captions to support our story telling. Simple I can see sentences	Simple sentences using capital letters, finger spaces, full stops. 3 Step instruction writing Upper case letters used to start a sentence. Daily first and second name. Sentence level tasks including longer words, suffixes and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil guided spelling. Weekly letter formation session.	Simple sentences using capital letters, finger spaces, full stops, conjunction "and" Upper case letters used to start a sentence. Daily first and second name. Sentence level tasks including longer words, suffixes, and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil guided spelling. Weekly letter formation session.	Secure spelling of tricky words Secure phase 2-4 phonemes Daily first and second name. Sentence level tasks including longer words, suffixes, and compound words. Feedback on independent sentences and independent corrections Weekly modelled writing. Model of finger spaces, capital letters and full stops. Multiple sentences that retell class text Describing/recount sentences for visit	
	Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play-responding to direct questions and play activities.	Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs.	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses.	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained, and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened.	Pupils are given opportunities to explain by using why and how questions. More complex moderating feelings Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way.	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery.	
PSE	Being me in my world (Jigsaw) Selecting & using resources in their new classroom setting Getting used to new routines & rules Building relationships with adults & peers in the setting	Celebrating difference (Jigsaw) Continuing to develop friendships & relationships Exploring feelings Increasingly following rules and boundaries	Dreams & Goals (Jigsaw) Showing independence in selecting & using resources Identify the range of feelings and how others may feel Begin to take on challenges and show perseverance	Healthy me (Jigsaw) Begin to regulate their behaviour Show independence in managing their needs. Begin to show resilience in the face of challenge	Relationships/Families (Jigsaw) Expressing & moderating feelings See themselves as valuable individuals (within a family unit) Finding solutions to conflicts Explain reasons for rules	Changing me (Jigsaw) Manage own basic hygiene Working cooperatively & taking turns with others. Show understanding of others feelings & perspectives Give focused attention	
							
Physical Education	Daily Gross Motor Structured PE Focus Twice a Week to develop core strength, stability, balance, special awareness, co-ordination, and agility.	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
	Fundamental Movement Skills Through co-operation games explore travelling in different directions and ways, to create and practice spatial awareness. (Action & Team games) To incorporate	Dance - Experiment with different ways of moving. Represent their own ideas, thoughts and feelings through music, dance and stories. (BBC Let's Move)	Gymnastics - Experiment with different levels of moving, jump off objects and land appropriately travel with confidence and skill around, under, over and through balancing and climbing equipment.	Gymnastics - Stretching and curling, incorporating rolls. Creating a short sequence with a partner	Fundamental Movement Skills Showing increasing control over an object by pushing, patting, throwing, catching, dribbling or kicking it, using an array of equipment -different ball sizes, addition of variety of bats/sticks/rackets	Fundamental Movement Skills Running, throwing & jumping. Sports Day Activities. Swimming - To build confidence and safety in the water, to float on their back and front with a float.	

		small apparatus (beanbags, balls), building on co-ordination and balance.		Dance - Explore moods and feelings and to develop their response to music through dance.			Water confidence - to include safe entry & exit, moving around, getting wet and floating (with use of flotation aids).
	Forest School	Forest Fun: To co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking. Signs and changes of Autumn.	Forest Fun: To be able to use senses to investigate the Forest Schools area (Touch - hug a tree; Sight - colour matching; Smell- To be able to make woodland perfume, using sticks, water, and woodland materials and to leave a perfume trail)	Forest Closed	Forest Fun: To be able to safely handle & use tools in the forest	Forest Fun: To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.	Forest Closed
	Fine motor	Dough Disco, Crocodile Song, Writing Position, Cool Kids / Storycise session once a week Drawing Club / Pre-Writing symbols		Dough Disco, Crocodile Song, Cool Kids / Storycise session once a week, Drawing Club, Letter formation 'around' letters and 'down' letters Using a knife and fork to cut		Capital letter formation A-Z Establish the correct pencil grip and posture for writing	
	Personal	Attempt to manage own hygiene Develop the skills to manage the school day- dressing and undressing, putting own shoes on.		To be able to put on and take off own coat. Begin to talk about different ways I can be healthy and keep active		To be able to fasten own coat Talk about different ways I can be healthy and keep active	
	Mastering Number (NCETM) Shape Space and Measure	Revision of numbers 1-5 1:1 Correspondence Counting to 5 Counting Rhymes and Songs Showing and making numbers using objects Patterns	Subitise within 5 Patterns within 4 Use fingers to represent quantities 1:1 Correspondence/ know the last number counted is how many Counting rhymes and songs Cardinality of 5 Count beyond 5 Recognise numerals to 5 Numbers made with 1s Compose own numbers within 5 Explore parts and wholes Compare sets Language of comparison Compare by looking/subitising Compare equal sets Every day time language	Subitise within 5 - Structured and random Patterns to 5 and more than 5 Patterns with small group and 1 more Match arrangements to fingers Verbal counting to 20 and beyond Counting objects Order numbers Composition of 5 missing/hidden parts Composition of 6 Numbers to 10 as 5 and some more Compare and use language to compare play comparison games Compare by matching equal sets Explore making unequal sets Spatial Thinking and Positional Language	Symmetrical Patters/Doubling Cardinality of numbers within 10 Counting pattern beyond 20 Odd and even numbers using the 'shape' of these Begin to link even to doubles Begin to explore composition within 10 Compare numbers and reason using its 'how manyness'/position in the number system 2D Shape and 3D Shape	Familiar subitising patterns Subitising with number patterns Know when to count and when to subitise Verbal counting to 20 and beyond Counting from different starting points Composition of 10 Measure Length and Weight	Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers Measure Capacity
UTW Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events		History Past and Present Children will know that they are part of a family Name the members of their immediate and extended family (could include: mum, dad, step-parent, sister, brother, aunty, uncle, grandparents) Know about when we were babies Talk about a simple past event, (example birthday celebration). The Natural World / Science Learn about our five senses Name Our Body Parts Lifecycle of Humans - baby to adult Learning about how to take care of themselves. (Wash, sleep, exercise, diet, oral hygiene, well-being) Children will identify typical weather in Autumn Children will know that this time of year is Autumn and the signs and changes of Autumn Planned Field Work: Listen to sounds outside in the local area and identify the source. Why sounds are in particular areas?	History - Past and Present Children will know that Remembrance day is to remember soldiers who died in the war. Notice changes and similarities in the seasons. Know that some games and toys have stayed the same and others have changed. The Natural World / Science Different types of Weather Explore the changes in the seasons - Autumn & Winter Waterproof materials Observe, measure and record changes to materials by heating and cooling (water to steam) (water to ice) Compare how materials change over time and in different conditions eg leaves in different places Shine light on or through different materials Explore rainbows Explore how the wind can move objects Planned Field Work: Observing changes of physical features e.g trees	People, Culture and Communities/ Science Emergency Services - uniforms/reflective materials Medical - doctor, dentist, vet History - Past and Present Know that people have different jobs/ occupations Know about members of the local community and how they help us for example firefighters, nurses, doctors, police The Natural World / Geography Children will know that this time of year is Spring and the signs and changes of Spring. Planned Field Work: Map of services in Stottesdon - surgery, café/pub, school, church	History - Past and Present Talk about the role of a farmer and what a farm is now. Noticing differences, changes and similarities artefacts, pictures and stories of farms now and then. The Natural World / Geography / Science Harvest - crops to shops Where do foods come from...milk, eggs, cheese, pork, beef, ham etc Farming around Stottesdon Animals & their babies and how baby animals change over time. Life cycle of a Chick Observe, measure and record changes to materials by heating and cooling in cooking (milk, eggs, butter, cheese, cake) Where do foods come from...milk, eggs, cheese, pork, beef, ham etc Planned Field Work: Visit a local farm, creating a map of a farm.	History - Past and Present Know that during the life cycle of a plant or living thing, change takes place. Know that I have grown and will continue to grow. Notice changes in the seasons. The Natural World / Geography / Science Lifecycle of a frog/ butterfly, explore minibeasts in their habitats Identify minibeasts and go on a minibeast hunt Name and describe animals that live in different habitats (ponds, grass, tree and underground) Describe different habitats. Planned Field Work: Bug Hunt, Where would be best to build a bug hotel?	History - Past and Present Know that there are different kinds of houses. Know that houses have different rooms used for different purposes. Know that a castle is a very old house. Talk about who lived in a castle (examples include: monarchs and knights) Know we have a King. Know fairytales with kings and queens, or princes and princesses in. The Natural World / Geography / Science Explore a range of materials and natural objects from the surrounding environments Building - what needs to be considered (pattern of bricks, materials used, shape and join materials) Different types of homes around the world. Children will know that the green on a global is land and the blue is sea. Light and dark. Making shadows. Different places to find light. Torches/dark tent/puppets (observing). Children will know that this time of year is Summer and the signs and changes of Summer. Planned Field Work: Recycling Points on a school grounds map. Where to build a new house?
	RE Links to People, Culture and Communities	Being Special: Where Do We Belong? Retell religious stories making connections with personal experiences - What makes me and others special - Belonging - family - groups - school - church - Welcome to our church (what is church/being a Christian). Recall simply what happens at a traditional Christian infant baptism and dedication - Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Harvest and link to Spring 1 objectives)	Why is Christmas Special for Christians? Talk about people who are special to them - Say what makes their family and friends special to them - Recall simply what happens at a traditional Christian festival (Christmas; Nativity; Jesus' birthday; how do Christians celebrate; how do Christians know they are special to God) - Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus - Retell religious stories about Jesus, making connections with personal experiences	Why is the word 'God' so important to Christians? (What does God mean? Who believes in God? God the creator) Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world - Retell stories, talking about what they say about the world, God, human beings - Think about the wonders of the natural world, expressing ideas and feelings - Say how and when Christians like to thank their Creator - Talk about what people do to mess up the world and what they do to look after it.	Why is Easter Special to Christians? Recognise and retell stories connected with celebration of Easter (What do Christians believe happened to Jesus? Why is this important? - Say why Easter is a special time for Christians - Talk about ideas of new life in nature - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature - Talk about some ways Christians remember these stories at Easter	What places are special and why? Talk about somewhere that is special to themselves and why - Recognise that some religious people have places which have special meaning - Talk about the things that are special in a place of worship (Christians - Talk about ideas of new life in nature - Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature - Talk about some ways Christians remember these stories at Easter	
		Harvest Festival Birthdays / Christenings Black History Month	Bonfire Night Diwali Advent / Christingle / Christmas	New Year / Lunar New Year Valentines Day	Pancake day Mother's Day Easter	Weddings	Father's Day
		Overall aims: To understand technology needs to be programmed. To be able to use a range of technologies e.g., laptop, programmes in purple mash, code-pillars, iPad, sound tins, cameras, other programmable toys. To use technology in their roleplay e.g. phones, computers, shop tills/scanners, printers/photocopiers					
	Computing	Using a camera to take photographs Using the ipads to take photograph - in provision Logging onto purple mash (avatar creation) Using mini mash - using the mouse pad - click and drag	Mini mash to support our learning Using the computer to draw pictures (Autumn Tree Transport colouring) Click and hold to colour Using To do's	Technology in our role play - how people that help us use technology - doctors, dentist, supermarket Using the computer to draw pictures (Winter Tree) Continue mini mash and 2dos	Programming toys - programmable toys (beebots) and codeapillar Using the computer to draw pictures (Spring Tree) Continue mini mash and 2dos	Logging onto computers independently and beginning to use the keyboard for 1 word captions (knowledge of capitals applied) Continue mini mash and 2dos	Continue mini mash and 2dos Using the computer to draw pictures (Summer Tree) Identifying electrical devices Targeting any key areas
Expressive Arts and Design Experiences Evaluation from Autumn 2 Recognise and describe key features of their own and others' work. Adapt work if necessary Talk about how things work Look and talk about what they have produced, describing simple techniques and media	Introduce how to use the Art area How to put on an apron with a partner Setting up the easel and tidying up the area Painting To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours. Printing Load an object with paint and print it Make rubbings from textured surfaces Print to make pictures Print regular, irregular patterns, symmetrical DT Project: Design and make wrapping paper Artist Focus: Colours: Kandinsky - Circles, Miro, Pollock Using small world to retell the story of Talk for Writing stories / news/ experiences. Music Express Activities "Special people" focus on pulse and rhythm Sing songs in relation to topic Express feelings in response to different music To create music in response to a stimulus.	Drawing Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines, and curves. Sculpture Use language of designing and making (join, build, shape, longer, shorter, heavier) Assemble and dis-assemble component parts of a range of construction kits. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately Music Express Activities "Growth and Change"; focus on loud and quiet Sing songs in relation to topic Perform actions to accompany songs To explore and change sounds to create different effects.	Painting Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination. Textiles and Collage Tear paper into strips and simple shapes Apply adhesive sparingly and place glued surfaces together accurately. Single items e.g. seeds or leaves can be put together to create new textures. Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons Music Express Activities "Working World"; focus on texture and layers Sing songs in relation to topic Use instruments to accompany songs Create collaboratively sharing ideas.	ART: Still Life Compositions: Inspired by Cezanne Area of Exploration: 1. WHAT CAN WE SEE? Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used. DT: Design and make a junk model using 3D boxes /materials (SSM) Use language of designing and making Experimenting with attachments and joining Evaluation Music Express Activities "Going Places"; Focus on high and low. Sing songs in relation to topic. Identify high and low sounds; match pitch and melody. Move in time with music.	ART: Clay Play Area of Exploration: 4 HOW CAN WE EXPLORE 3D MATERIALS? Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Music Express Activities "Moving Patterns"; Focus on structure. Sing songs in relation to topic. Refine ideas and improve; build on previous learning. Explore and engage in music - making in small groups.	ART: Mark making and Sound & Movement Map Areas of Exploration: 5 HOW CAN WE USE OUR BODIES TO MAKE ART? Listen attentively, move to and talk about music, expressing their feelings and responses. Begin to show accuracy and care when drawing. DT: Preparing a Salad (transition lesson with Yr 1) To investigate a range of fruit and vegetables. To evaluate salad products. To learn the skills needed to prepare a salad. To design my school lunch healthy eating salad. To make my school lunch healthy eating salad. To evaluate my salad. Music Express Activities "Stories and Sounds". Focus on structure. Sing songs in relation to topic. Explore and use effects to express ideas and feelings. Listen carefully to rhymes and songs, noticing how they sound.	