

Maple Class Long Term Plan 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Food, Glorious Food	Once Upon a Time	Once Upon a Time	Roots, Shoots & Welly Boots	Ocean Commotion
Additional points to consider	-Transition -Baseline Assessment (5 weeks) -Autumn -Harvest	-Bonfire Night -Diwali -Remembrance Day -Christmas -Winter	-Pancake Day	-Spring -Mother's Day -World Book Day		-Transition to Year 1 -Sports Day
Visits/visitors	-Healthy Ted talk by school nurse -Life Education Van -Police safety talk	-Anti-bullying week -Flu vaccinations -Visit to Wool library	-E-safety week -Chinese food tasting and chopsticks	-Bea Taylor CAFOD workshops -Eye sight tests -Baby chicks hatching in school	-Height/weight check -Welly Walks around village -Class trip to Leeson House	-RNLI 'Keeping safe at the Seaside' talk
First-hand experiences						
Parental engagement events	-Harvest Mass -Open afternoon -Parent consultations	-Remembrance Service -Nativity	-Ash Wednesday Mass -Parent consultations	-Mothers' Day liturgy -Holy Week Liturgies	-Easter Mass	-End of year/Leavers' Mass -Sports Day
Religious Education	Creation We can see God in the world around us. For this we give thanks through our words and actions. Prayers, saints & feasts Learning about the purpose of prayer and the lives of some saints who responded to the call of Jesus Islam The importance of prayer in Islam	Sacraments God is around us and comes to us in a special way when we pray Advent A time of looking forward to and preparing for the birthday of Jesus	Christmas To know that Jesus is special and was born in poor circumstances in Bethlehem. We celebrate his birth at Christmas. Revelation How God is revealed to us through Jesus and the work of others	Judaism How Jesus followed the Jewish faith and how Jewish people pray Lent How we can get ourselves ready for Easter: a time for both self-control and self-giving Holy Week Look at the events of Holy Week, in particular Palm Sunday, The Last Supper and Good Friday	Easter Discuss the resurrection story and look at how people responded Pentecost & Mission Hear about Jesus' promise to send the Holy Spirit and how that happened at Pentecost	Sikhism Learn about stories traditions and key festivals Hinduism Learn about stories traditions and key festivals
Personal, Social & Emotional Development	SCARF theme: Me and my relationships * Transition to school and settling in * getting to know each other and making new friends * playing alongside/ interacting with others * creating Class Charter and learning new routines * Taking part in circle games: listening to instructions, taking turns, listening and responding to others * Talk about family and other people who are important to us * Beginning to recognise	SCARF theme: Valuing Difference * Identify similarities and differences between people. Celebrate the differences! * Begin to understand the difference between unkindness, teasing and bullying * Developing good friendships * Plays group games with rules * Being considerate to others * Understanding what is fair and unfair and what is right and wrong * Learning to take turns and	SCARF theme: Keeping Myself Safe * Being confident to speak to others about interests, wants and needs * Use the word 'persevere' when taking on a new challenge * initiates play and conversation * more confident to talk with others; sharing opinions and ideas * more aware of their own and other's feelings * knows when they want help and asks for it * Understand the need for food, water, exercise and sleep to keep our bodies healthy	SCARF theme: Rights and Responsibilities * Recognise the importance of personal hygiene routines * Play cooperatively with others * Shows sensitivity towards others * Has a developed understanding of how their own actions can hurt others * Takes steps to resolve conflict * Can talk about their own and others' feelings * Can adapt behaviour to different situations * Forms good relationships with adults and peers alike	SCARF theme: Being My Best * Recognise the importance of fruit and vegetables in their diet * Learn simple strategies to prevent the spreading of diseases * Suggest simple strategies for resolving conflict situations * Recognise how their own behaviour can affect others knows ways to manage their own feelings * Be confident to try new activities and have a go * Talk about what we want to do, make or find out about and choose the resources we need	SCARF theme: Growing & Changing * Learn major internal body parts and some of the processes associated with them * learn the importance of 'sportmanship' in preparation for Sports Day * Resolve minor disagreements through listening to each other to agree * Understands what bullying is and that this is unacceptable behaviour * Talk about the plans they have made to carry out

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	emotions and feelings in themselves and others * Celebrating successes: Sharing Wow slips and taking part in achievement assembly	share * Use the word 'independent' in doing things for ourselves * Become more confident (taking part in school nativity!)	* Recognise emotions and physical feelings associated with feeling unsafe * Understand and learn the PANTS rules	* Explains their own knowledge and understanding * Listen to others ideas when organising an activity * Works effectively as part of a team	for ourselves * Understand that someone else's point of view can be different from theirs * Describe ourselves positively and talk about our abilities * Take responsibility for looking after plants	activities and what they might change * Talk about what we are good at and what we have learned this year * Discuss feelings as we prepare to move into Year 1
Communication & Language	* Talking to others, being friendly, asking questions and listening to our friends * Following simple instructions * Using talk to share ideas, re-tell events and organise our thoughts * Using language in role play and small world play * Learning to recite simple rhymes and poems * Developing vocabulary and speaking in sentences * Respond to 'How?' and 'Why?' questions in response to stories and events	* Listening in a larger group: attending whole school assemblies and Collective Worship, sitting quietly and listening to the speaker * Beginning to use more complex sentences: use 'sticky words' such as <i>and</i> , <i>because</i> , <i>but</i> , <i>so</i> to join our ideas together and extend our sentences * Listening and responding to others in conversation and shared discussion * Exploring the meaning and sounds of new words linked to the topic * Learning to recite simple rhymes and poems	* Listening and responding to fairy stories with increased attention and recall * Using story language to re-enact fairy stories and join in with repeated refrains and re-create roles * Beginning to use story maps to help us re-call stories and sequence events * Maintaining attention and concentrating * Expressing themselves effectively, using a growing vocabulary * Sequencing and ordering the parts of stories * Introducing a storyline or narrative into play * Hot seat characters from traditional tales	* Listening attentively with sustained concentration in order to be able to follow stories without pictures or props * Using, past, present and future tense correctly when talking about events * Carrying out instructions which contain several parts in a sequence. * After listening to stories can express views about events or characters in the story and answer questions about why things happened	* Listening to instructions and following them accurately, asking for clarification if necessary. * Asking 'How?' and 'Why?' questions * Use time words to sequence events: first, then, next, after that, finally * Exploring the meaning and sounds of new words linked to the topic * Learning to recite simple rhymes and poems	* Being aware of audience when speaking and amending language and gestures accordingly * Using a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. * Exploring the meaning and sounds of new words linked to the topic * Learning to recite simple rhymes and poems
Physical Development	PE focus: Gymnastics *using space in the hall – moving freely, showing an awareness of space and sharing space safely *learn how to stay safe and follows some safety routines *develop co-ordination and gross motor skills PE focus: Dance *Matching actions to music *Copy, repeat and perform simple movement patterns *learn about why it is important to stay healthy and fit and what actions we can take to achieve this	PE focus: Body Management *Explore balance and co-ordination *Show good control over large and small movements PE focus: Speed, Agility, Travel *negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacle *Fine motor skills: -manipulate materials to change them	PE focus: Manipulation & Co-ordination *Send and receive objects with different body parts *hand-eye, foot-eye co-ordination PE focus: Co-operate and solve problems *Working with partners to listen, share ideas, make choices *Work as teams to complete challenges *Learn how to stay safe and follow some safety routines independently	PE focus: Gymnastics *Linking simple balance, jump and travel actions, making different shapes, jumping off objects and landing safely. PE focus: Body management *Explore rolling, sliding and slithering: travel with confidence over, under, around, through and balance on climbing equipment. *Fine motor: -manipulate materials to change them -use tools safely	PE focus: Dance *moving rhythmically to music; counting and moving to beats of 8 *copying and repeating movement patterns * expressing emotions through dance moves * can move in a variety of ways, with control. PE focus: Speed, Agility, Travel *Moving and controlling objects * Team games *Handwriting: model writing letters on line focussing on ascenders and descenders.	PE focus: Manipulation & Co-ordination * Practise our ball skills; throwing, catching, kicking, patting and aiming *Practise for Sports Day *Observe the effects of exercise on our bodies *RNLI visit: 'Sun and Seaside Safety' Sunhats, sunscreen, drinking plenty of water * Handwriting: Uses a pencil and holds it

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	<ul style="list-style-type: none"> * getting changed independently * learn to use hands / fingers to hold writing and drawing tools 	<ul style="list-style-type: none"> -use tools safely <p>*Handwriting: -be able to write correctly their first name -hold pencil correctly using a tripod grip</p>	<p>*Handwriting: practise letter formation in letter families</p> <p>*Continue to develop fine motor skills: Funky Fingers</p>	<p>*Handwriting: practise letter formation in letter families</p> <p>*Continue to develop fine motor skills: Funky Fingers</p>	<p>*Continue to develop fine motor skills: Funky Fingers</p>	<p>effectively to form recognisable letters, most of which are correctly formed</p>
Literacy						
Phonic focus:	<p>* Phase 2 Phonics: s a t p i n m d g o c k c k,</p> <p>* Begin to develop segmenting and blending skills</p>	<p>* Phase 2 Phonics: e u r h b f f l l s s</p> <p>* Re-cap all Phase 2</p> <p>*Segmenting and blending with growing accuracy</p>	<p>* Phase 3 Phonics: j v w x y z z z q u c h s h t h n g a i e e</p> <p>* Segmenting and blending accurately</p>	<p>* Phase 3 Phonics: igh, oa, oo/oo, ar, or, ur, er, ow, oi, er, air, ure</p> <p>* Segmenting and blending</p>	<p>* Re-cap all Phase 3 Phonics</p> <p>* Segmenting and blending activities</p>	<p>Phase 4 phonics</p> <p>Using phonemes taught in Phases 2 and 3 begin to decode CVCC words and CCVC words</p>
Reading focus	<p>* Learn tricky words: I no the to go into</p> <p>* Whole class story time</p> <p>*Shared reading of texts</p> <p>*Paired reading with Year 6</p> <p>*showing an interest in books and environmental print</p> <p>*exploring stories and identifying favourites and sharing opinions</p> <p>* beginning to link sounds to letters</p>	<p>*Learn tricky words: he she we me be</p> <p>* Whole class story time</p> <p>* Shared reading of class texts</p> <p>*Individual reading</p> <p>*joining in with repeated refrains</p> <p>*linking sounds to letters for more than half of the alphabet</p>	<p>*Learn tricky words: you are her was all they my</p> <p>* Whole class story time</p> <p>* Shared reading of class texts</p> <p>* Individual reading</p> <p>* can describes main events/characters/facts</p> <p>*beginning to read simple sentences</p>	<p>*Learn tricky words: said have like so do some come little</p> <p>* Whole class story time</p> <p>* Guided reading in groups</p> <p>*Individual reading</p> <p>* reads and understands sentences when reading</p>	<p>*Learn tricky words: Were there what when out oh Mrs people</p> <p>* Whole class story time</p> <p>* Guided reading in groups</p> <p>*Individual reading</p> <p>* begins to use punctuation to support fluency and expression when reading</p> <p>*can answer questions to demonstrate understanding when reading</p>	<p>*Learn tricky words their, called</p> <p>* Whole class story time</p> <p>*Guided reading in groups</p> <p>*Individual reading</p> <p>* reads phonetically regular words of more than one syllable as well as many irregular but high frequency words.</p>
Writing focus	<p>*giving meaning to the marks they make</p> <p>*looking at grapheme/phoneme correspondence for sounds taught in Phonics</p> <p>* beginning to write simple cvc words</p> <p>*beginning to form recognisable letters</p> <p>* writing name independently</p> <p>* writing simple labels</p> <p>On-going:</p>	<p>*looking at grapheme/phoneme correspondence for sounds taught in Phonics</p> <p>* beginning to write simple cvc words</p> <p>*beginning to form recognisable letters</p> <p>* writing name independently</p> <p>* writing simple labels</p> <p>On-going:</p>	<p>*looking at grapheme/phoneme correspondence for sounds taught in Phonics</p> <p>* beginning to use and apply phonic skills in their independent writing</p> <p>*writing some high frequency words independently and with growing accuracy</p> <p>*attempts to write meaningful captions which can be read by</p> <p>On-going:</p>	<p>*looking at grapheme/phoneme correspondence for sounds taught in Phonics</p> <p>*writes simple sentences which can be read by themselves and others, where some words are spelt correctly and others are phonetically plausible</p> <p>On-going:</p>	<p>*write some irregular common words</p> <p>*able to respond to shared experiences and reading within their writing</p> <p>*participates actively; offering and explaining their understanding</p> <p>*growing independence to apply text features more independently and write for a given purpose</p> <p>On-going:</p>	<p>*writes many irregular words accurately</p> <p>*writes words which match their spoken sounds</p> <p>*words are spelt correctly/phonetically plausible</p> <p>* punctuates their work with growing independence and accuracy</p> <p>*uses varied word choices to connect and extend</p>

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	<p>*Mark- making opportunities using a range of tools</p> <p>* Funky Fingers activities to develop fine motor skills</p>	<p>* Mark- making opportunities using a range of tools</p> <p>* Funky Fingers activities to develop fine motor skills</p>	<p>themselves and others</p>	<p>* Mark- making opportunities using a range of tools</p> <p>* Funky Fingers activities to develop fine motor skills</p>	<p>* Mark- making opportunities using a range of tools</p> <p>* Funky Fingers activities to develop fine motor skills</p>	<p>their ideas</p> <p>*uses a range of ways to start sentences</p>
Mathematics	<p>Number</p> <p>Counting up in 1s to 20.</p> <p>Count sets of objects up to 10. Model careful counting – moving to count to find out how many.(1:1 correspondence)</p> <p>Play counting games and matching games.</p> <p>Recognise numerals 1-5</p> <p>Use the words <i>more</i> and <i>less</i> to talk about amounts.</p> <p>Collect and analyse information collected in tally charts</p> <p>Shape, Space & Measures</p> <p>Shape:</p> <ul style="list-style-type: none"> -Exploring 2D shape: -Recognise and name. -Recognise and continue repeating patterns using 2D 	<p>Number</p> <p>Counting up and back in 1s to 20</p> <p>Recognising numerals 1- 10</p> <p>Compare and order numbers to 10</p> <p>Count accurately sets of objects up to 15</p> <p>Explore ways of partitioning a set of 5 into 2 groups</p> <p>Practical addition: Find the total of two groups by counting how many altogether or by counting on from the smallest number.</p> <p>Begin to read simple number sentences using + and = signs</p> <p>Collect and analyse information collected in tally charts</p> <p>Shape, Space & Measures</p> <p>Time:</p> <ul style="list-style-type: none"> -Recognise key times in the day and sequence events -Use everyday language linked to time: yesterday, 	<p>Number</p> <p>Counting in 1s to 30</p> <p>Introduce numerals 11-15</p> <p>Count set of objects accurately up to 20</p> <p>Estimate sets of objects to 20</p> <p>Compare and order numbers to 20</p> <p>Find 1 more/1less for numbers to 10</p> <p>Begin to recognise odd and even numbers</p> <p>Adding by counting on along the number line</p> <p>Shape, Space & Measures</p> <p>Shape:</p> <ul style="list-style-type: none"> -Identify the properties of 2D shapes -Create and extend 2,3,4-step repeating patterns using 	<p>Number</p> <p>Counting up to 50 in 1s</p> <p>Read, order and write numbers to 20 and beyond.</p> <p>Counting on and back on a 1-20 number track</p> <p>Counting in 2s to 20</p> <p>Understand teen numbers are 10 plus some more</p> <p>Use subtraction to take away and count how many are left. Begin to record our ideas and write subtraction number sentences using the - and = signs.</p> <p>Shape, Space & Measures</p> <p>Weight:</p> <ul style="list-style-type: none"> -use the appropriate language of heavy, light, heavier, lighter -compare and order weights -balance scales exploration 	<p>Number</p> <p>Counting up to 100 and finding numerals on 100 square</p> <p>Counting in 2s, 5s and 10s. Solve practical problems by grouping in sets to count more rapidly</p> <p>Sorting mini beasts by legs/spots/wings etc.</p> <p>Explore partitioning 10 into two sets</p> <p>Doubling numbers up to 10+10 Halving even numbers to 20</p> <p>Record our scores in outside games such as skittles.</p> <p>Subtract by counting back on the number line</p> <p>Say 1 more/1 less for any number to 20</p> <p>Shape, Space & Measures</p> <p>Shape:</p> <ul style="list-style-type: none"> -Recognise and name common 3d shapes - Identify properties of 3D shapes 	<p>Number</p> <p>Counting up to 100 and finding numerals on 100 square</p> <p>Recognise pairs of doubles and halves</p> <p>Sharing:</p> <ul style="list-style-type: none"> -sets of objects between 2 and 4 people -solving practical problems involving sharing into equal groups <p>Solve addition and subtraction problems</p> <p>Read and write simple number sentences involving the + and - signs</p> <p>Add 2, 3, or 4 to a number by counting on.</p> <p>Subtract 2, 3, or 4 from a number by counting back</p> <p>Shape, Space & Measures</p> <p>Capacity:</p> <ul style="list-style-type: none"> -Use and understand the language of capacity. -Measure a capacity using non-standard units

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	<p>shapes</p> <p>Time: - Recite the days of the week in order</p> <p>Measuring: -Use non-standard units to measure how tall we are and how big our feet are. -Use the words <i>taller</i>, <i>shorter</i>, <i>big</i> and <i>small</i> to compare size -order items by length</p>	<p>today,tomorrow, soon etc.</p> <p>Positional language: Use positional words to describe where something is: in, on, under, behind, next to, in front of etc.</p>	<p>sounds, colours, size and shape</p> <p>Time: -Learn about the seasons and the months of the year -Recognise units of time: seconds, minutes, hours, days, months, years</p> <p>Money: -Recognise all coins -Make small amounts of money (to 10p) in different ways</p>		<p>- Explore symmetry and pattern in butterflies and ladybirds -Halving 2D shapes</p> <p>Time: -Order the days of the week -Know what o'clock looks like (Text: The bad- tempered ladybird)</p> <p>Directional language: - Use the beebots to develop directional language: forwards, backwards, turn left, turn right</p>	<p>-Order the capacity of containers</p>
Understanding the World	<p>Talking about the features of their own immediate environment (The World) -Getting to know our school environment: Go for a walk around the school, commenting on our surroundings and what we observe. -Talk about where we live and who we live with. -Go on a sound walk -Go on an Autumn walk</p> <p>Know about similarities between themselves and others (People & Communities)</p> <p>Talk about similarities and differences between people and families.</p> <p>Make observations and talk about changes (The World)</p> <p>Look at how we have grown and changed since we were born.</p> <p>Find out about and name different parts of the body.</p> <p>Know other children don't always enjoy the same things and are sensitive about this (People & Communities) Use our senses to explore: smell pots,</p>	<p>Learning to interact with simple computer programs and age-appropriate ICT (Technology) Learn about using the interactive whiteboard/IPads to play phonic and number games</p> <p>Know about similarities and differences among families, communities and tradition(People & Communities) Learn about different special occasions: -Bonfire Night. -Remembrance Day -Diwali -Christmas</p> <p>Children talk about past and present events in their own lives and in the lives of family members (People & Communities) -Children remember and talk about their own experiences through Circle Time, Show & Tell -Children recognise and talk about special times or events for our families describing</p>	<p>Talk about why things happen and how things work (Technology) *knows how to operate simple equipment independently eg the CD player at the Listening Station</p> <p>Know about similarities and differences among families, communities and tradition(People & Communities) Learn about different special occasions: Chinese New Year Pancake Day</p> <p>Make comments about the place they live Know about similarities in relation to places (The World) Welly Walks : -Wool library -Wool railway station -New barn fields</p> <p>Make observations, explain why some things occur and talk about changes (The World) Cooking activities:</p>	<p>Know about similarities and differences among families, communities and tradition(People & Communities) -Learn about the special occasions: Mothers' Day Easter</p> <p>Talk about why things happen and how things work (Technology) -Talk about the seasons and look for signs of spring in our school grounds.; new life. -Use camera/I-pads to photograph what we see</p> <p>Make observations, explain why some things occur and talk about changes (The World) -Make chocolate Easter nests: observe changes to chocolate when melted and then when cooled again</p> <p>Look closely at similarities, differences, patterns and change (The World) -Learn about changes in the natural world, developing an</p>	<p>Learn to care for the environment and living things (The World) -Go on a bug hunt in the school grounds. -Identify environments in which the bugs live -Create a bug hotel</p> <p>Make observations of plants, explain why some things occur, talk about changes (The World) -Spring walk around the school grounds looking for signs of new life Photograph what we see -Recognise and name the parts of a plant -Grow cress, a bean plant, a sunflower -Learn about the life cycle of a sunflower -Learn about the life cycle of a butterfly</p> <p>Learning to interact with simple computer programs and age-appropriate software (Technology) -Click and drag to create a picture of a flower. Click and drag labels to identify parts</p>	<p>Talk about the past and present events in their own lives (People & Communities) - Discuss changes that have occurred over the past year - Prepare for a new beginning in Y1.</p> <p>Know about similarities and differences in relation to materials (The World) -Sand and water exploration -Floating & Sinking</p> <p>Learning to interact with simple computer programs and age-appropriate software (Technology) Use the internet to find out more about our favourite sea creatures</p> <p>Know about similarities and differences in relation to places -Compare the village of Wool to the seaside town of Swanage -Name and talk about features. How are they the same/different?</p>

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	<p>taste test, soundtracks game, feely bag game</p> <p>Learning to interact with simple computer programs and age-appropriate ICT software(Technology)</p> <ul style="list-style-type: none"> - Play counting and phonics games on netbooks -Click and drag to create pictures of a house -Click and drag to label body parts 	<p>how they join in with family customs and routines e.g. Birthdays, Bonfire Night, Christmas etc.</p> <p>Make observations, explain why some things occur and talk about changes (The World)</p> <p>Cooking activities:</p> <ul style="list-style-type: none"> Toast Fruit Kebabs Pizza 	<p>Porridge Bread Gingerbread Men Noodles and Rice Pancakes</p>	<p>understanding of life cycles: tadpole-frog, egg-chick.</p> <ul style="list-style-type: none"> -Sequence events 	<ul style="list-style-type: none"> - Use the internet to find out more about plants and mini beasts. <p>Shows an interest in technical toys (Technology)</p> <p>Develop programming sequence skills through use of the beebots and use the Beebot app on the tablets</p>	
Expressive Arts and Design	<p>Create simple representations of events, people and objects:</p> <p>Paint self portraits</p> <p>Collages of faces</p> <p>Representing our homes using different media: Junk modelling, Construction toys 2D gummed shapes</p> <p>Introduce storyline or narrative to play</p> <p>Role-play</p> <ul style="list-style-type: none"> -The home corner -Doctors' Surgery <p>Build a repertoire of songs and dances:</p> <p>Learn new songs and rhymes:</p> <ul style="list-style-type: none"> -The rainbow song -How do you do -When I was 1 <p>Explore different sounds</p> <p>Explore sounds we can make with our voices and our bodies</p> <p>Explore what happens when</p>	<p>Use simple tools and techniques competently</p> <p>Make Christmas cards</p> <p>Make calendars</p> <p>Construct with a purpose in mind</p> <p>Junk modelling: rockets</p> <p>Printing skills:</p> <p>Firework mural as background for display</p> <p>Create simple representations of events, people and objects:</p> <p>Use 2D shapes to make rockets</p> <p>Experiment with and describe textures</p> <p>Use tools and techniques competently</p> <ul style="list-style-type: none"> -Liked to our cooking activities: toast, pizza, fruit kebabs <p>Introduce storyline or narrative to play</p> <p>Role-play</p> <ul style="list-style-type: none"> -Cafe -Supermarket -Santa's Grotto <p>Create collages</p> <ul style="list-style-type: none"> -Create face collages using 	<p>Manipulates materials for planned effect</p> <p>Make fans, lanterns and dragon puppets</p> <p>Explores the different sounds of instruments</p> <p>Explore making music to accompany our chinese dragon dance</p> <p>Represent ideas through dance</p> <p>Create a dragon dance for chinese new year</p> <p>Introduce storyline or narrative to play</p> <p>-Role Play: The Three Bears Cottage</p> <ul style="list-style-type: none"> -Small World puppets <p>Painting skills</p> <p>Characters from Fairy Tale</p> <p>Plays a part of group to develop and act out a narrative:</p> <p>Act out the story of The Little Red Hen</p> <p>Build a repertoire of songs and dances:</p>	<p>Use simple tools and techniques competently</p> <ul style="list-style-type: none"> -Make Mothers Day Cards -Make Easter cards - Make Easter baskets <p>Introduce storyline or narrative to play</p> <ul style="list-style-type: none"> -Small World puppets <p>Build a repertoire of songs and dances:</p> <p>Learn song</p> <ul style="list-style-type: none"> -Don't forget to tell your Mum you love her <p>Experiment to create different textures</p> <p>Use tools and techniques competently</p> <p>Make bird feeders for the outdoor area</p>	<p>Use natural materials to create simple representations</p> <p>Use the materials to create their own creature pictures</p> <p>Constructs with purpose in mind</p> <p>Use natural resources to create a bug hotel</p> <p>Represent ideas through dance</p> <p>See PE unit</p> <p>Explore different sounds; percussion instruments</p> <p>Create sound effects to go with the story of Jack and the Beanstalk: consider repeating rhythmic patterns and volume (climbing up and down the beanstalk)</p> <p>Introduce storyline or narrative to play</p> <p>Role Play:</p> <ul style="list-style-type: none"> -The Giants Castle -The Garden Centre <p>Painting skills</p> <ul style="list-style-type: none"> -Paint stones to resemble insects: ladybirds and bees -Paint sunflower pictures <p>Printing skills</p> <p>Symmetrical butterfly paintings</p>	<p>Manipulate materials to achieve planned effect:</p> <ul style="list-style-type: none"> -Clay starfish -Paper plate crabs and turtles <p>Understand different media can be combined to create new effects</p> <p>Lolly stick beach hut collages</p> <p>Under the sea collage/colour-mixing</p> <p>Constructs with purpose in Mind</p> <p>Selects appropriate resources, adapting work where necessary</p> <p>Junk modelling: telescopes and boats</p> <p>Build a repertoire of songs and dances:</p> <ul style="list-style-type: none"> - A sailor went to sea, sea - Under the Sea - Oh I do like to be beside the seaside -What shall we do with the lazy pirate? -Lots to see in the deep blue ocean -The big ship sails on the ally

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	<p>they mix colours Colour mixing investigation- handprints</p> <p>Represent ideas through dance & moving to music See PE unit</p>	<p>pictures of fruit -My pizza</p> <p>Observational drawing: -A fruit bowl -Fruit halves</p> <p>Build a repertoire of songs and dances: -Learn songs for the Christmas nativity -Listen to and sing along with traditional and popular Christmas music</p>	<p>Learn songs: Who will plant the seed?</p>		<p>Explore rhythms: Use seed shakers to accompany repeated phrase, 'Fee, Fi, Fo, Fum, Look out everyone here I come!'</p> <p>Build a repertoire of songs and dances: Learn songs -Find a Little Seed -There's a worm at the bottom of my garden -There's a tiny caterpillar</p>	<p>ally oh</p>
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