

2024 - 2025	T1	T2	T3	T4	T5	T6
Theme (All linked to chns needs and interests)	Superheros	Party	Dinosaur	Colours	Food	Disney
Text Main texts - others to be used to supplement in the environment including non fiction and poems	Supertato Evil P	Tiger who came to tea Simplified version of Alice in Wonderland We're going on a birthday party	Andy's bucket full of dinosaurs Dinosaur Roar	Colours Colour monster Elmer The magic crayon The day the crayons quit	Handa's surprise Enormous turnip	Different endings to stories such as Rupunzal.

EYFS Curriculum -

The EYFS uses the educational programme as the starting point (highlighted in green) and guidance to ensure that pupils needs are met and all pupils make progress towards the ELG at the end of the academic year. The learning journey for each child is unique depending on their starting points when they join us. All adults in each school know the children very well and are able to talk about each child professionally and using the characteristics of effective learning within these discussions. Opportunities are given through the school day through all seven areas of learning to explore the characteristics of effective learning. The environment plan shared in each classroom is a working document which shows the opportunities and or next steps for groups of and individual children to ensure that steps of progress are made for all.

Characteristics of Effective Learning

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Prime areas	
Communication and Language – Educational Programme	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
ELG - End of academic year	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back and forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one to one discussions, offering their own ideas, using recently introduce vocabulary. • Offer explanations as to why things might happen, making us of recently introduce vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experience using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher. 					
<p>N/C: Speaking and Listening EN1</p> <p>Year 1/2</p> <p><i>Speaking and listening requirements have been chosen and worded to match the year group.</i></p> <ul style="list-style-type: none"> • Pupils will have the opportunities to work in small groups, pairs, individually and as a whole class. 	<ul style="list-style-type: none"> • Listen and respond to adults and peers. • Ask relevant questions • Use a range of vocabulary • Share feelings • Maintain attention and participate fully • Speak audibly and fluently using standard English • Listen to others ideas. 	<ul style="list-style-type: none"> • Listen and respond to adults and peers. • Ask relevant questions • Use a range of vocabulary • Share feelings • Maintain attention and participate fully • Speak audibly and fluently using standard English • Listen to others ideas. 	<ul style="list-style-type: none"> • Listen and respond to adults and peers. • Ask relevant questions • Use a range of vocabulary • Share feelings • Maintain attention and participate fully • Speak audibly and fluently using standard English • Listen to others ideas. 	<ul style="list-style-type: none"> • Listen and respond to adults and peers. • Ask relevant questions • Use a range of vocabulary • Share feelings • Maintain attention and participate fully • Speak audibly and fluently using standard English • Listen to others ideas. 	<ul style="list-style-type: none"> • Listen and respond to adults and peers. • Ask relevant questions • Use a range of vocabulary • Share feelings • Maintain attention and participate fully • Speak audibly and fluently using standard English • Listen to others ideas. 	<ul style="list-style-type: none"> • Listen and respond to adults and peers. • Ask relevant questions • Use a range of vocabulary • Share feelings • Maintain attention and participate fully • Speak audibly and fluently using standard English • Listen to others ideas.

<ul style="list-style-type: none"> • Pupils will develop their understanding and use of vocabulary • Pupils will be given feedback on their speaking and listening skills of next steps. 						
<p>Physical Activity</p>			<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			
<p>ELG - End of academic year</p>			<p>Gross Motor</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and co-ordination when playing; 			

	<p>Move energetically, such as running, jumping, hopping, dancing, skipping and climbing.</p> <p>Fine Motor</p> <ul style="list-style-type: none"> ● Hold a pencil effectively in preparations for fluent writing – using the tripod grip in nearly all cases. ● Use a range of small tools, including paint brushes, scissors and cutlery. ● Begin to show accuracy and care when drawing.
<p style="text-align: center;">Year One PD See PE curriculum map</p> <p>AIMS</p> <ul style="list-style-type: none"> ● Develop fundamental skills ● Compete against others and themselves ● Build agility, balance and co-ordination skills. <p><i>N/C Games</i> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. participate in team games, developing simple tactics for attacking and defending</p> <p><i>N/C: Dance</i> perform dances using simple movement patterns.</p> <p><i>N/C Gymnastics</i> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	
<p style="text-align: center;">PSED educational programme</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own</p>

	<p>feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p>ELG - End of academic year</p>	<p>Self – Regulation</p> <ul style="list-style-type: none"> ● Show an understanding for their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions, involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Making Relationships</p> <ul style="list-style-type: none"> ● Work and play co-operatively and take turns with others. ● Form positive attachments to adults and friendships with peers ● Show sensitively to their own and to others needs.

Yr 1/2 Family & Relationships Cycle A Lessons 1-8	Yr 1/2 Health & Wellbeing Cycle A Lessons 1-8	Yr 1/2 Safety & the Changing Body - Cycle A Lessons 1-8	Yr 1/2 Citizenship Cycle A Lessons 1-8	Yr 1/2 - Economic Wellbeing Cycle A Lessons 1-5	Year 1/2 Any flow-over/'catch-up' ' lessons Transition Cycle A - Lesson 1
Literacy educational programme			<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
ELG - End of academic year			<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. <p>Word – Reading</p>		

	<ul style="list-style-type: none"> ● Say a sound for each letter of the alphabet and at least 10 diagraphs. ● Read words consistent with their phonics knowledge by sound blending. ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some exception words. <p>Writing</p> <ul style="list-style-type: none"> ● Write recognisable letters – most of which are correctly formed. ● Spell words by identifying sounds within them and representing the sound with a letter or letters. ● Write simple phrases and sentences that can be read by others.
Yr1 Word level	<ul style="list-style-type: none"> ● apply phonic knowledge and skills as the route to decode words ● respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Yr1 Word level	<ul style="list-style-type: none"> ● read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ● read other words of more than one syllable that contain taught GPCs ● read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)

	<ul style="list-style-type: none">● read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words● re-read these books to build up their fluency and confidence in word reading
Yr1 Reading	<ul style="list-style-type: none">● develop pleasure in reading, motivation to read, vocabulary and understanding by:● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently● being encouraged to link what they read or hear read to their own experiences● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics● recognising and joining in with predictable phrases● learning to appreciate rhymes and poems, and to recite some by heart● discussing word meanings, linking new meanings to those already known● understand both the books they can already read accurately and fluently and those they listen to by:● drawing on what they already know or on background information and vocabulary provided by the teacher● checking that the text makes sense to them as they read and correcting inaccurate reading● discussing the significance of the title and events● making inferences on the basis of what is being said and done● predicting what might happen on the basis of what has been read so far

	<ul style="list-style-type: none"> ● participate in discussion about what is read to them, taking turns and listening to what others say ● Explain clearly their understanding of what is read to them. 					
	<p>Composition</p> <ul style="list-style-type: none"> ● write sentences by: ● saying out loud what they are going to write about ● composing a sentence orally before writing it ● sequencing sentences to form short narratives ● re-reading what they have written to check that it makes sense ● discuss what they have written with the teacher or other pupils ● read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Handwriting</p> <ul style="list-style-type: none"> ● sit correctly at a table, holding a pencil comfortably and correctly ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters ● form digits 0-9 ● understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Spelling</p> <ul style="list-style-type: none"> ● Name letters of the alphabet ● <i>Spell common exception words</i> ● <i>Use letter names to distinguish between spelling families.</i> ● Spell days of the week ● Use very common prefixes and suffixes 					

	<ul style="list-style-type: none"> ● <i>Form lower case letters correctly</i> ● <i>Form capital letters and digits</i> ● 					
Yr1 VOCAB	<ul style="list-style-type: none"> ● <i>leaving spaces between words</i> ● <i>joining words and joining clauses using and</i> ● <i>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i> ● <i>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i> ● <i>learning the grammar for year 1 in English Appendix 2</i> ● <i>use the grammatical terminology in English Appendix 2 in discussing their writing.</i> 					
<p>Maths Education programme</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						
<p style="text-align: center;">ELG -End of academic year</p> <p>Number</p> <ul style="list-style-type: none"> ● Have a deep understanding of the numbers to 10; including the composition of each number. 						

- Subitise (recognise the number without counting) to 5.
- Automatically recall (without reference to rhyme, counting or other aids.) Number bonds to 5 (including subtraction) and some number bonds to 10, including doubles.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities upto 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Key Questions - Y1 Follow White Rose Maths

What would come next...?
Convince me that....

What is wrong with...?
Why is this wrong?

Show me an example of...?
Explain why you can't...

Year One -Number and place value

- read and write numbers from 1 to 20 in numerals
- use the language of: equal to, more than, less than (fewer), most, least
- count to and across 100, forwards and backwards, beginning with 0 or 1
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- given a number, identify one more and one less
-
- identify and represent numbers using objects and pictorial representations including the number line
- count in multiples of twos, fives and tens

Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Multiplication + Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurements

compare, describe and solve practical problems for

- mass/weight [for example, heavy/light, heavier than, lighter than]
- time [for example, quicker, slower, earlier, later]

measure and begin to record the following: non-standard units

- mass/weight
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and
- On-going daily
- recognise and use language relating to dates, including days of the week, weeks, months and years
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- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry / Position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

KUW educational programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

	<p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
<p>ELG - End of academic year</p>	<p>Past and Present</p> <ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society. ● Know some similarities and differences between things in the past and things now, drawing on their experience and what has been read in class. ● Understand the past through settings, characters and events encountered in books read in class and story telling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. <p>The Natural World</p> <ul style="list-style-type: none"> ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences of the natural world around them and contrasting environments, drawing on their experience and what has been read in class.

	<ul style="list-style-type: none"> ● Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.
<p>Working scientifically</p>	<ul style="list-style-type: none"> ● asking simple questions and recognising that they can be answered in different ways ● observing closely, using simple equipment ● performing simple tests ● identifying and classifying ● using their observations and ideas to suggest answers to questions ● gathering and recording data to help in answering questions.
<p>See YrR/1 curriculum map overview for threads / themes</p>	<p>SCIENCE</p> <p>Seasonal Changes (On-going) Physics</p> <ul style="list-style-type: none"> ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies. <p>Animals including humans</p> <ul style="list-style-type: none"> ● Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals ● Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ● Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense. ● Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). <p>Everyday Materials</p> <ul style="list-style-type: none"> ● Distinguish between an object and the material from which it is made. ● Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. <p>Plants</p>

	<ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.
	<p><i>HISTORY</i> <i>Key Skills</i></p> <ul style="list-style-type: none"> • Understand where people, events fit in chronological order. • Look and discuss similarities and differences. • Ask and answer questions. • Use a range of sources <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Significant events beyond living memory • Changes in an aspect of national life
	<p>Geography Locational Knowledge Name and locate 5 continents and 7 oceans.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Contrasting Locality and physical/human features</p> <p>Mapping 4 countries of the UK and their capital cities and surrounding seas</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, • Local mapping • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Geographical skills and fieldwork</p>

	<ul style="list-style-type: none"> ● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
	<p>Computing</p> <p>Online Safety use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <ul style="list-style-type: none"> ● Technology around us ● recognise common uses of information technology beyond school <p>Creating media - digital printing use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> ● Data Grouping ● use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● Programming a robot ● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● use logical reasoning to predict the behaviour of simple programs ● Introduction to animation ● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● use logical reasoning to predict the behaviour of simple programs
<p>UB Worldviews</p>	<p>See curriculum map for UBW</p>
<p>Expressive Art and Design educational programme</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear</p>

	<p>and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<p>ELG - End of academic year</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining their process they have used. ● Make use of props and materials when role playing characters in stories and narratives. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ● Invent, adapt and create narratives and stories with peers and their teachers. ● Sing a range of well – known nursery rhymes and songs. ● Perform songs, rhymes, poems and stories with others – and when appropriate – try to move in time with music.
	<p>DT</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from. <p>Technical knowledge</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Make</p> <ul style="list-style-type: none"> ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

	<ul style="list-style-type: none"> ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Design (Part of each terms theme)</p> <ul style="list-style-type: none"> ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● select from and use a wide range of materials and components ● Evaluate explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria
	<p>ART Work of artist (throughout the year)</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Colour and Pattern Shape / sculpture</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Painting to use a range of materials creatively to design and make products</p> <p>Landscape using different media Clay - Sculpture</p> <p>to use a range of materials creatively to design and make products</p> <p>line, shape, form</p> <p>to use a range of materials creatively to design and make products</p>
	<p>Music</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes

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| | <ul style="list-style-type: none">• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music.• play tuned and untuned instruments musically• |
| | |