



Year group	R	Academic year	2025-26	Teacher(s)	Miss Weston
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<i>Classic</i>	<i>Diversity</i>	<i>Classic</i>	<i>Classic</i>	<i>Contemporary</i>	<i>Classic</i>
Main Class Novel	<i>The Owl Who Was Afraid of The Dark by Jill Tomlinson</i>	<i>Collection of Traditional Tales</i> <i>Little Red and the Hungry Lion by Alex T. Smith</i>  <i>Cinderella by Chloe Perkins</i>  <i>The Three Little Pigs</i>	<i>The Night Gardener by Terry Fan</i> <i>Orphan/change</i>	<i>A Bear called Paddington by Michael Bond</i>	<i>The Fox and the Ghost King by Michael Morpurgo</i>	<i>Georges Marvellous Medicine by Roald Dahl</i>
Themes	<i>Our Amazing Body</i>	<i>Once Upon a Time...</i>	<i>Adventures</i>	<i>All Aboard the London Bus</i>	<i>Our Wonderful World</i>	<i>Let's Explore!</i>
Key Learning and Interests  (May be adapted allowing for children's interests)	<i>-Starting school</i> <i>-My new class</i> <i>-All about me</i> <i>My body</i> <i>-My five senses</i> <i>-My Family</i> <i>-Where I live</i> <i>-People who help us</i> <i>-Superheros</i>	<i>-Traditional Tales</i> <i>-Halloween</i> <i>-Remembrance Day</i> <i>-Bonfire Night</i> <i>-Diwali</i> <i>-Transport</i> <i>-Birthdays</i> <i>-Christmas</i>	<i>-Weather</i> <i>-Winter</i> <i>-Winter Walk</i> <i>-Hibernation</i> <i>-Chinese New Year</i> <i>-Pancake Day</i> <i>-Dinosaurs</i> <i>-Our planet Earth</i> <i>-Solar system</i>	<i>-Paddington in London</i> <i>-Our King Buckingham Palace</i> <i>-London</i> <i>-Spring</i> <i>-Easter</i>	<i>-Seasons</i> <i>-Plants</i> <i>-Planting seeds</i> <i>-What a plant needs to grow</i> <i>-Farms/food</i> <i>-Life cycles</i> <i>-Bugs</i> <i>-David Attenborough</i>	<i>-Summer</i> <i>-Penguins</i> <i>-Antarctic</i> <i>-Africa</i> <i>-African animals/fruits</i> <i>-Animal patterns</i> <i>-Stories from the Past</i>

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	<i>-Autumn -Harvest</i>		<i>-Astronauts</i>		<i>-Looking after our planet</i>	
Key Vocabulary (May be added too)	<i>Emotions, respect, kindness, family, manners, rules, season, Autumn, senses, map</i>	<i>Celebration, festival, tradition, snow, ice, freeze, melt, solid, liquid, weather</i>	<i>Winter, adventure, route, direction, planet, astronaut, moon, sun, solar system</i>	<i>Spring, season, blossom, leaves, royalty, Queen Elizabeth II, King Charles III, majesty, throne, coronation</i>	<i>Plant, grows, seed, root, stem, leaves, farm, animals, life cycle, ocean, Earth, pollution, environment, conserve, recycle</i>	<i>Summer, Africa, Antarctic, explorer, temperature, habitat, fruits, healthy, senses, weather, contrast, myths, legends</i>
Picture books	<i>Super Duper You! by Sophy Henn  Listen by Gabi Snyder  Funnybones by Janet and Alan Ahlberg  Goldilocks and the Three Bears by Susanna Davidson  A Superhero Like You by Dr. Ranj Singh</i>	<i>The Best Diwali Ever by Sonali Shah  Meg and Mog by Helen Nicoll  The Cat, The Mouse and the Runaway Train by Peter Bently  Joy to the World: Christmas Around the Globe by Kate DePalma</i>	<i>Tree -Seasons Come, Seasons Go by Patricia Hegarty  Winter Sleep: A Hibernation Story by Sean Taylor  How to Grow a Dinosaur Book by Caryl Hart and Edward Eaves  Look Up by Nathan Bryon Astro Girl by Ken Wilson-Max</i>	<i>Paddington and the Grand Tour by Michael Bond  King Charles (97) (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara  Hello Spring by Jo Lindley</i>	<i>Jack and the Beanstalk by Richard Walker  The Tiny Seed by Eric Carl  The Teeny Weeny Tadpole by Sheridan Cain  David Attenborough -Little People Big Dreams by Maria Isabel Sanchez Vegara and Mikyo Noh  Clean Up! by Nathan Bryon</i>	<i>We All Went on Safari: A Counting Journey Through Tanzania by Laurie Krebs  Usborne - St George and the Dragon  Greek Myths for Young Children by Anna Milbourne  Tell Me a Dragon by Jackie Morris</i>

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Poetry Books	<i>Wiggle and Roar Rhymes by Julia Donaldson</i>		<i>Poems Out Loud by Laurie Stansfield &amp; Various Poets??</i>		<i>Michael Rosen's Book of Nonsense Poems</i>	
Everyone's welcome	<i>Ten Little pirates - Mike Brownlow - differences in pirates</i>	<i>What Happened to You? by James Catchpole</i>	<i>My World, Your World - Melanie Walsh</i>	<i>The Family Book - Todd Parr - Differences</i>	<i>Blue Chameleon - Emily Gravett - Changing to fit in</i>	<i>Worm loves Worm - J.J Austria</i>
Memorable learning	<i>Visit from fire fighters/ police/doctor.</i>	<i>Christmas Tree Festival at the Church</i> <i>Pantomime - Melton Theatre</i>	<i>Winter Walk</i> <i>Interactive Shakespeare Assembly from the Library Services</i>	<i>Farm Trip</i>	<i>Visit Melton Vineyard and food bank/St Mary's Church</i> <i>Caterpillars to Butterflies</i>	<i>Twycross Zoo</i> <i>Making Fruit Kebabs</i>
Outdoor Learning	<i>Sensing the World</i>	<i>Stone Soup - Magic in the Woods</i>	<i>Super sticks</i>	<i>Making Crowns</i> <i>Nature Art</i>	<i>We're going on a Bear Hunt</i>	<i>Nature Treasure Hunt</i>
English Writing	<b>Perfectly Norman</b> Genre: Story Narrative	<b>Firework Night</b> Genre: List Poem Topic: Fire! Fire!	<b>Where the Wild Things Are</b>	<b>Paddington Picture Books</b>	<b>We're Going on a Bear Hunt</b>	<b>Handa's Surprise</b> Genre: Story Narrative Topic:

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<p>Topic: Everyone is different</p> <p><b>Everybody Counts:</b> A counting story from 0 to 7.5 billion Genre: Non-fiction fact file Topic: Count me in!</p>	<p><b>Jack and the Jellybean Stalk</b> Genre: Traditional Tale with a twist Topic: Growing</p> <p><b>Nativity</b></p>	<p>Genre: Story Narrative Topic: Into the woods/ Adventure</p> <p><b>How to Catch a Star</b> Genre: Story Narrative Topic: our Imagination</p>	<p><b>All Aboard the London Bus</b> Genre: Story Narrative City Tour</p>	<p>Genre: Adventure Narrative Topic: Here! There! Everywhere!</p> <p><b>The Big Book of Bugs</b> by Yuval Zommer Text type: Report / Factfile Topic: Minibeasts and Animals</p>	<p>Africa/ A Hot Country</p> <p><b>Penguins</b> Genre: Report/Non-fiction Fact-file Topic: Animals</p>
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**Literacy**

<p><b>Comprehension</b></p>	<p><b>Listening to stories.</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use</p>	<p><b>Beginning to retell stories.</b> Retell stories related to events through acting/role play Retelling stories using images Talking about story maps Sequence story - use vocabulary of beginning, middle and end Blend sounds into words, so that they can read short words made up of known letter Enjoys an increasing range of books Use actions to recall sounds, words, stories</p>	<p><b>Retelling stories with the recently introduced vocabulary.</b> Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to Little Wandle</p>	<p><b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books They develop their own narratives and explanations by connecting ideas or events Information, find about London City tour and recycling. Learning new vocabulary</p>	<p><b>Explaining the stories they have listened to or have read themselves.</b> Retell a story with actions and/or picture prompts as part of a group Use story language when acting out a narrative Rhyming words Can explain the main events of a story Can draw pictures of characters/event /setting in a story May include labels, captions or sentences Learning new vocabulary</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions Make predictions Fiction and Non-Fiction books Beginning to understand that a</p>
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	<p>of pictures to tell the story                  Recognising initial sounds. Name writing activities                  Engage in extended conversations about stories                  Learning new vocabulary</p>	<p>Learning new vocabulary</p>	<p>Ensure home reading books match their phonic knowledge                  Using recently introduced vocabulary during discussions about stories and during role-play                  Learning new vocabulary</p>			<p>non-fiction is a non-story- it gives information instead                  Fiction means story                  Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</p>
<p>Word Reading</p>	<p><b>Linking sounds to letters.</b>  <b>Phonic Sounds:</b>                  LW L&amp;S Autumn 1  <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories                  Listening to stories with attention and recall                  Help children to read the sounds speedily                  Ensure books are consistent with their developing phonic knowledge</p>	<p><b>Begin to read words by sound-blending.</b>  <b>Phonic Sounds:</b>                  LW L&amp;S Autumn 2  <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right                  Spotting diagraphs in words                  Show children how to touch each finger as they say each sound                  For exception words such as 'the' and 'said', help children identify and read</p>	<p><b>Reading words with digraphs.</b>  <b>Phonic Sounds:</b>                  LW L&amp;S Spring 1  <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings                  Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'                  Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'night'</p>	<p><b>Begin to read simple sentences. Phonic Sounds:</b>                  LW L&amp;S Spring 2  <b>Reading:</b> Story structure- beginning, middle, end                  Innovating and retelling stories to an audience, non-fiction books                  Listen to children read some longer words made up of familiar letter sounds</p>	<p><b>Read and understand simple sentences.</b>  <b>Phonic Sounds:</b>                  LW L&amp;S Summer 1  <b>Reading:</b> Non-fiction texts                  Internal blending                  Naming letters of the alphabet                  Distinguishing capital letters and lowercase letters</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b>  <b>Phonic Sounds:</b>                  LW L&amp;S Summer 2  <b>Reading:</b> Reading simple sentences with fluency                  Reading CVCC and CCVC words confidently                  Say a sound for each letter in the alphabet and at least 10 digraphs                  Read words consistent with their phonic knowledge by sound-blending                  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
<p>Writing</p>	<p><b>Representing name and initial letter sounds.</b>                  Dominant hand, tripod grip</p>	<p><b>Writing CVC words.</b>                  Name writing                  Labelling using initial sounds                  Story scribing</p>	<p><b>Caption Writing and Tricky Words.</b>                  Writing some of the tricky words such as I, me, my, like, to, the</p>	<p><b>Begin to write simple sentences.</b>  <b>'Hold and write a sentence'.</b>                  Creating own story maps</p>	<p><b>Writing simple sentences. 'Hold and write a sentence'.</b>                  Writing for a purpose in role play using</p>	<p><b>Writing simple sentences and phrases that can be read by others.</b></p>

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	<p>Mark making, giving meaning to marks and labelling                  Writing initial sounds and simple captions                  Use initial sounds to label characters/images                  Writing names and labels                  Practising correct letter formation.</p>	<p>Retelling stories in writing area                  Sequencing the story                  Practising correct letter formation.</p>	<p>Writing CVC words                  Labels using CVC, CVCC, CCVC words                  Guided writing based around developing short sentences in a meaningful context                  Create a story board                  Practising correct letter formation.</p>	<p>Writing captions and labels, writing simple sentences                  Writing short sentences to accompany story maps                  Ensuring correct letter formation.</p>	<p>phonetically plausible attempts at words                  Beginning to use finger spaces                  Form lower-case and capital letters correctly                  Rhyming word.                  Write sentences                  Ensuring correct letter formation.</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly.                  Beginning to use full stops, capital letters and finger spaces                  Using familiar texts as a model for writing own stories                  Write a character description                  Write sentences with beginning, middle and end.                  Using correct letter formation  <b>Write recognisable letters, most of which are correctly formed.</b>                  Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p>Phonics                  Little Wandle Letters and Sounds</p>	<p><b>Phonics</b>                  Phase 2 graphemes and tricky words  <u>Week 1</u> s a t p  <u>Week 2</u> i n m d  <u>Week 3</u> g o c k                  is  <u>Week 4</u> ck e u r                  I  <u>Week 5</u> h b f l                  the</p>	<p><b>Phonics</b>                  Phase 2 graphemes and tricky words  <u>Week 1</u> ff ll ss j                  put, pull, full, as  <u>Week 2</u> v w x y                  and, has, his, her  <u>Week 3</u> z zz qu                  words with -s /s/                  added at the end                  (hats sits) ch go,                  no, to, into  <u>Week 4</u> sh th ng                  nk she, push, he,                  of</p>	<p><b>Phonics</b>                  Phase 3 graphemes and tricky words  <u>Week 1</u> ai ee igh                  oa  <u>Week 2</u> oo oo ar                  or was, you, they  <u>Week 3</u> ur ow oi                  ear my, by, all  <u>Week 4</u> air er                  words with double letters: dd mm tt                  bb rr gg pp                  are, sure, pure</p>	<p><b>Phonics</b>                  Phase 3 graphemes and no new tricky words  <u>Week 1</u> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear  <u>Week 2</u> review                  Phase 3: er air                  words with double letters longer words  <u>Week 3</u> words with two or more digraphs</p>	<p><b>Phonics</b>                  Phase 4 and new tricky words  <u>Week 1</u> short vowels CVCC                  said, so, have, like  <u>Week 2</u> short vowels CVCC                  CCVC                  some, come, love, do  <u>Week 3</u> short vowels CCVCC                  CCCVC CCCVCC</p>	<p><b>Phonics</b>                  Phase 4 graphemes and no new tricky words  <u>Week 1</u> long vowel sounds CVCC                  CCVC  <u>Week 2</u> long vowel sounds                  CCVC CCCVC                  CCV CCVCC  <u>Week 3</u>                  Phase 4 words with -s /s/ at the end                  Phase 4</p>

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		<u>Week 5</u> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags) we, me, be	<u>Week 5</u> longer words	<u>Week 4</u> longer words, words ending in -ing, compound words <u>Week 5</u> longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	were, here, little, says <u>Week 4</u> longer words compound words there, when, what, on <u>Week 5</u> root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d out, today	words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words <u>Week 4</u> root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d <u>Week 5</u> root words ending in: -er, -est longer words
Maths  <b>WHITE ROSE</b>	<b>Getting to Know You</b>  <b>Just Like Me!</b> Number - Match and sort Compare amounts  Measure, Space and Spatial Thinking - Compare size, mass and capacity Exploring pattern	<b>It's Me 1,2,3!</b> Number - Representing 1,2, and 3 Comparing 1,2 and 3 Composition 1,2 and 3  Measure, Space and Spatial Thinking - Circles and Triangles Positional Language  <b>Light and Dark</b> Number - Representing numbers to 5	<b>Alive in Five!</b> Number - Introducing Zero Comparing Numbers to 5 Composition of 4 and 5  Measure, Space and Spatial Thinking - Comparing Mass (2) Comparing Capacity (2)  <b>Growing 6,7,8</b> Number - 6,7&8	<b>Growing 6,7,8</b> Number - 6,7&8 Making pairs  Measure, Space and Spatial Thinking - Time  <b>Building 9&amp;10</b> Number - Counting to 9&10 Comparing numbers to 10 Bonds to 10  Measure, Space and Spatial Thinking - 3D shapes Spatial Awareness	<b>To 20 and Beyond</b> Number - Building Numbers Beyond 10 Counting Patterns Beyond 10  Spatial Thinking - Spatial Reasoning (1) Match, Rotate Manipulate  <b>First Then Now</b> Number - Adding More Taking Away	<b>Find my Pattern</b> Number - Doubling, Sharing and Grouping Even and Odd  Spatial Thinking - Spatial Reasoning (3) Visualise and Build  <b>On the Move</b> Number - Deepening Understanding Patterns and Relationships  Spatial Thinking -

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		One More and One Less  Measure, Space and Spatial Thinking - Shapes with 4 Sides Time	Comparing 2 amounts  Measure, Space and Spatial Thinking - Length and Height	Patterns	Spatial Thinking - Spatial Reasoning (2) Compose and Decompose	Reasoning (4) Mapping
Books linked to Maths.	Monkey Puzzle A Squash and a Squeeze Where's my Teddy Dear Zoo	1,2,3 at the Zoo The Three Billy Goats Gruff Little Red Riding Hood The Enormous Turnip Peace at Last	Room on a Broom Six Dinner Sid What the Ladybird Heard Jim and the Beanstalk	Simons Sock Five Minutes Peace Jasper's Beanstalk 5 Eggs and 5 Eggs The Princess and the Pea	One Ted Falls out of Bed The Shopping Basket Grandpa's Quilt	Double Trouble The Gingerbread Man We're Going on a Bear Hunt
<b>Communication and Language</b>	<b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</b>					
<b>Listening, Attention &amp; Understanding</b>  <b>Speaking</b>	Settling in activities and carpet times Nursery rhymes The Colour Monster - moods and feelings Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Linked to our Behaviour Culture	Links to festivals children's experiences, talking about shared experiences Songs - Nativity and Christmas songs Listening to stories and developing vocabulary Developing good listening skills Sharing weekend news	Listen to stories to build familiarity, understanding and increase vocabulary Ability to speak in sentences using language to develop relationships Retelling a story using story language Asking how and why questions... Sharing Christmas holiday news	Sustained focus when listening to a story Describing events in detail using connectives Understanding and using question words such as what, where, who... Sharing weekend news	Retelling stories with an increased knowledge of story language and vocabulary Relate the stories they have listened in their lives and their role-play Make up their own stories with beginning, middle and end Sharing Easter holiday news	Able to talk about own abilities in positive way. <b>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. Make comments about what they have heard and ask questions to clarify their</b>

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						<p>understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>
Physical Education	Introduction to PE Units 1&2	Fundamentals Units 1&2	Gymnastics Units 1&2	Dance Units 1&2	Games Units 1&2	Ball Skills Units 1&2
Physical Development  Gross Motor Skills	<p><b>Gross Motor:</b></p> <p>Spatial awareness and multi-step instruction games Running, jumping, using balance bikes and scooters outside with increasing control.</p>	<p><b>Gross Motor:</b></p> <p>Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor.</p>	<p><b>Gross Motor:</b></p> <p>Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.</p>	<p><b>Gross Motor:</b></p> <p>Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles.</p>	<p><b>Gross Motor:</b></p> <p>Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope.</p>	<p><b>Gross Motor:</b></p> <p>Racing and obstacle courses - skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.</p>

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<p><b>Fine Motor Skills</b></p>	<p><b>Fine Motor:</b> Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric. Tracing, using templates. Playdough Drawing myself; what features do I have?  Draw lines, circles, loops, zigzags and angled patterns - (Penpals) Pencil Grip - encourage tripod grip. Daily name writing activities.</p>	<p><b>Fine Motor:</b> Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles  Daily name writing activities. Teach and model correct letter formation.</p>	<p><b>Fine Motor:</b> Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,  Daily name/CVC writing activities Begin to form letters correctly.</p>	<p><b>Fine Motor:</b> Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control  Daily name/CVC writing activities Forms recognisable letters most correctly formed. Cutting skills - increasing accuracy</p>	<p><b>Fine Motor:</b> Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control  Daily name/CVC/ sentence writing activities. Forms recognisable letters most correctly formed. Cutting skills - increasing accuracy Cut along a straight line with scissors Start to cut along a curved line, like a circle.</p>	<p><b>Fine Motor:</b> Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, Tracing, using templates Playdough Drawing, painting, weaving or simple sewing.  Holding a pencil effectively in preparation for fluid writing using the tripod grip. Form letters correctly Draw pictures that are recognisable.</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation Managing Self Building Relationships</p>					

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<b>Self-Regulation</b>	<p><b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being 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 activity, and show an ability to follow instructions involving several ideas or actions – Links to Behaviour Culture</p> <ul style="list-style-type: none"> <li>* Controlling own feeling and behaviours</li> <li>* Able to concentrate on a task</li> <li>* Applying personalised strategies to return to a state of calm</li> <li>* Able to ignore distractions</li> <li>* Thinking before acting</li> <li>* The ability to persist and persevere.</li> </ul>					<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
<b>Managing Self</b>	<p><b>Managing Self:</b> Our classroom and school rules; how we all help to make our classroom a happy place to learn.</p> <p>My Feelings: words I can use to describe how I am feeling. What I can do when I am angry or upset</p>	<p><b>Managing Self:</b> Teamwork and sharing; working together and waiting to take turns.</p> <p>How can I help my friends?</p>	<p><b>Managing Self:</b> Including everyone; diversity within our school and the wider community.</p>	<p><b>Managing Self:</b> Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.</p>	<p><b>Managing Self:</b> Doing things myself and helping others. Independence.</p> <p>What can I do if I am worried?</p>	<p><b>Managing Self:</b> Challenges: moving to Year One</p> <p>What do I do when things are hard? Perseverance Who can help me at school?</p> <p>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>

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<p><i>Building Relationships</i></p>	<p><b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the reception year. This enables the children to understand turn taking and working cooperatively.</p>					<p><i>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</i></p>
<p>Kapow PSHE/RSE (Personal, Social &amp; Health Education)  SMSC (Spiritual, Moral, Social &amp; Cultural)</p>	<p><b>Self-regulation: My feelings</b>  My feelings</p> <ul style="list-style-type: none"> <li>• Identifying my feelings</li> <li>• Feeling jars</li> <li>• Coping strategies</li> <li>• Describing feelings</li> <li>• Facial expressions</li> <li>• Creating a calm corner</li> </ul>	<p><b>Building relationships: Special relationships</b>  Special relationships</p> <ul style="list-style-type: none"> <li>• My family</li> <li>• Special people</li> <li>• Sharing</li> <li>• I am unique</li> <li>• My interests</li> <li>• Similarities and differences</li> </ul>	<p><b>Managing self: Taking on challenges</b>  Taking on challenges</p> <ul style="list-style-type: none"> <li>• Why do we have rules?</li> <li>• Building towers</li> <li>• Team den building</li> <li>• Grounding</li> <li>• Team races</li> <li>• Circus skills</li> </ul>	<p><b>Self-regulation: Listening and following instructions</b>  Listening and following instructions</p> <ul style="list-style-type: none"> <li>• Simon says</li> <li>• Listening to a story</li> <li>• Pass the whisper</li> <li>• Obstacle races</li> <li>• Blindfold walk</li> <li>• Treasure hunt</li> </ul>	<p><b>Building relationships: My family and friends</b>  My family and friends</p> <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Sharing</li> <li>• What makes a good friend?</li> <li>• Being a good friend</li> <li>• Teamwork</li> <li>• Celebrating friends</li> </ul>	<p><b>Managing self: My wellbeing</b> My wellbeing</p> <ul style="list-style-type: none"> <li>• What is exercise?</li> <li>• Yoga and relaxation</li> <li>• Looking after ourselves</li> <li>• Being a safe pedestrian</li> <li>• Eating healthily</li> <li>• A rainbow of food</li> </ul>
<p><i>Understanding of the World</i></p>	<p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>					

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	<b>All About Me!</b>	<b>Transport</b>	<b>Space</b>	<b>Kings and Queens</b>	<b>Growing and Changing</b>	<b>Stories from the Past</b>
<p><b>The Natural World</b></p> <p><b>Science</b></p>	<p>My body has many different parts My body can do amazing things.</p> <p>There are four seasons: spring, summer, autumn and winter. During Autumn, some trees lose their leaves. Deciduous and evergreen trees.</p> <p>Learn about the immediate environment using the 5 senses. Go on senses walk around the school grounds and comment on what they can see, hear, smell, touch, taste (snack time)</p>	<p>Forces: push, pull, twist Air transport, water transport, land transport</p> <p>Winter Animal hibernation, why do some animals hibernate?</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms?</p>	<p>We live on Earth.</p> <p>There are planets in our solar system. The planets in our solar system are very different.</p> <p>The stars we see in the sky are very far away.</p> <p>The Mars Rover is a robot that is exploring Mars Seasons of the year: Winter Walk - observe and make comments.</p> <p>Explore different types of weather.</p> <p>Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. (Or next term.)</p>	<p>Seasons - Spring</p> <p>Farm/new life -Identify and draw the following animals and their babies including but not limited to Sheep and Lamb, Cow and Calf, Horse and Foal, Butterfly and Caterpillar, Frog and Tadpole, Dog and Puppy, Cat and Kitten.</p>	<p>We have four seasons on earth: spring, summer, autumn and winter.</p> <p>Plants need water and light to grow. Living things, such as plants, grow and change throughout the year.</p> <p>Animals grow and change.</p> <p>Caterpillars change into Butterflies. (Change as appropriate)</p> <p>We can grow food to eat.</p> <p>We grow and change throughout our lives.</p>	<p>Seasons of the year Summer -How we stay safe in the sun - sunscreen, hats, sunglasses. -Safety around water</p>
<p><b>Key Vocabulary</b></p>	<p>Head, shoulders, arms, knees, hands, feet, ankles, wrists, elbows, knuckles, fingers, fingernails, ears, eyes, nose, scientists.</p> <p>Bones, muscles, skin, brains, skulls, sensory, physical, impairment, deaf, blind.</p>		<p>Earth, planet, land, ocean, gravity, sun, daylight, nighttime, orbit.</p> <p>Rocket, shuttle, astronaut, space suit, space boots, helmet, gravity, oxygen.</p> <p>The Sun, Mercury, Venus, Earth, Mars</p>	<p>Cow (calf), pig (piglet), bird (chick), Dog (puppy), Cat (kitten) New: Horse/foal Chicken/chick Duck/duckling Goose/gosling Hedgehog/hoglet</p>	<p>Spring, summer, autumn, winter, sun, snow, wind, rain, warmth.</p> <p>Seed, soil, seedling, plant, grow, water, light, wilt.</p> <p>Deciduous, evergreen, spring, summer, autumn, winter, leaves.</p>	<p>Spring, summer, autumn, winter, safety, protection, healthy.</p>

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	<p>Spring, summer, autumn, winter, temperature, warmer, cooler, sun, rain, snow, wind</p> <p>Autumn, cooler, darker, deciduous, evergreen, brown, gold, yellow, red, dark, light, dry</p>		<p>Jupiter, Saturn, Uranus, Neptune.</p> <p>Rocky planet, gas giant, ice giant.</p> <p>Stars, galaxy, solar system, distance.</p> <p>Rover, Perseverance, signs of life, research.</p>		<p>Recap: Cow (calf), pig (piglet), bird (chick), Dog (puppy), Cat (kitten)</p> <p>New: Horse/foal Chicken/chick Duck/duckling Goose/gosling Hedgehog/hoglet</p> <p>Change, grow, caterpillar, cocoon, transform, butterfly, (metamorphosis)</p> <p>Plant, vegetable, fruit, ground, crops, farmer, harvest.</p> <p>Baby, toddler, child, teenager, adult, elderly person, size.</p>	
Science Provision Maps	Ourselves	Birthdays/ Celebrations	Winter/ Snow and Ice - continue...	Football	Animals in my Garden	Summer/Fruits
	Autumn/Trees	Winter/ Snow and Ice	Space	Spring/Farm		
Understanding of the World	<p><b>The Natural World</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>					

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<p><i>The Natural World</i></p> <p><i>Geography</i></p>	<p><b>All About Me!</b></p> <p>I know where my school is. I know where I live.</p> <p>Location of our school and the local area My route to school; what do I pass?</p>	<p><b>Transport</b></p> <p>There are many different types of transport.</p> <p>We must think about how we travel safely.</p> <p>There are different types of land transport around the world.</p> <p>There are different types of water transport around the world.</p> <p>Autumn Walk</p>	<p><b>Space</b></p> <p>We live on Earth</p> <p>The stars we see in the sky are very far away.</p> <p>The Mars Rover is a robot that is exploring Mars.</p> <p>Winter Walk Know some similarities and differences through observations, stories and non-fiction books.</p>	<p><b>Kings and Queens</b></p> <p>In England we have a King.</p> <p>A palace is a special building where a King or Queen lives.</p> <p>Royal Coronations happen at Westminster Abbey</p> <p>Use bee-bots on simple maps. London landmarks/maps.</p>	<p><b>Growing and Changing</b></p> <p>Farmers harvest crops for us to eat</p> <p>Farming in our local area What crops are grown where we live? Identify fruits and vegetables that can be grown locally, or within the local region.</p>	<p><b>Stories from the Past</b></p> <p>To know that the Anansi stories came from West Africa.</p> <p>Recognise and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, clips.</p> <p>Finding out about the Antarctic/penguins/weather. Finding out about Africa/animals/fruits/weather.</p>
<p><b>Key Vocabulary</b></p>	<p>Inset locally relevant vocabulary in addition to; playground, dinner hall, classrooms, school gate...</p> <p>Inset locally relevant vocabulary in addition to; near, next to, further, far, past, over, alongside, transport.</p>	<p>Transport, journey, vehicle, goods, distance, bus, car, train, taxi, tram, ferry, plane.</p> <p>Danger, safety, rules, autumn, winter, reflect, visible.</p> <p>Transport, roads, tuk-tuk, Thailand, Bullet Train, Japan, miles per hour, tracks.</p> <p>Sailing boat, ship, car ferry, container ship, sailor, captain, gondola, gondolier, canal, river, sea, ocean.</p> <p>North Pole, South Pole,</p>	<p>Earth, planet, land, ocean, gravity, sun, daylight, nighttime, orbit</p> <p>Stars, galaxy, solar system, distance.</p> <p>Rover, Perseverance, signs of life, research.</p>	<p>King, Commonwealth, cypher, United Kingdom, crown, throne, Union Jack, Royal Standard, flag.</p> <p>Buckingham Palace, Palace, castle, Royal Standard, Architect, design.</p> <p>Westminster Abbey, sovereign, ceremony, map, aerial view.</p>	<p>Farm, tractor, field, harvest, crops, seeds.</p>	<p>Folk Tales, West Africa, Anansi, wise, mischievous, falcon, Nyame.</p>

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		<p>Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, dangerous, challenging.</p> <p>Transport, icebreaker, dog sled, slide, runners, crampons.</p> <p>Transport, icebreaker, dog sled, slide, runners, crampons.</p> <p>Wheels, axle, turn, move.</p>				
Understanding of the World	<p><b>Past and Present</b>  <i>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 now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>					
Past and Present  History	<p><b>Past and Present</b>  All About Me!</p> <p>Humans change over time. Families grow and change over time.</p> <p>My past, present, future and that of others including characters from stories.</p> <p>Families: when I was a baby, when my family members were young. Family Trees, diverse</p>	<p><b>Past and Present</b>  Transport</p> <p>Transport in the past was different from the present day.</p> <p>George Stephenson designed a steam train called Rocket.</p> <p>Ernest Shackleton was an explorer who travelled to Antarctica.</p> <p>Travelling in the coldest places on earth can be challenging.</p>	<p><b>Past and Present</b>  Space</p> <p>People have been looking into space and asking questions for many years.</p> <p>People have told stories about the stars for many years.</p> <p>Astronauts have walked on the moon.</p>	<p><b>Past and Present</b>  Kings and Queens</p> <p>The crown of England is passed down through the Royal Family</p> <p>The King's Guard protects The King.</p> <p>Kings and Queens have a coronation ceremony</p> <p>The Magna Carta contains important rules and promises.</p> <p>To know that our government makes choices</p>	<p><b>Past and Present</b>  Growing and Changing</p> <p>When we become adults there are many different things we can do.</p> <p>Find out about David Attenborough - understand the past through people's lives and events in books read in class and clips.</p>	<p><b>Past and Present</b>  Stories from the Past</p> <p>To know that fairytales have been told for a long time.</p> <p>To know that we can learn things from stories from the past.</p> <p>To know that by retelling stories, they can change over time.</p> <p>To know the Ancient Greeks told stories a long time ago.</p>

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	<p>representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year - what will we do this year in Reception?</p>			for our country.		<p>To understand fables teach us lessons.</p> <p>To know that the Anansi stories came from West Africa.</p>
<p><b>Key Vocabulary</b></p>	<p>baby, toddler, young child, older child, teenager, adult, elderly person, past, present, future.</p> <p>Mother, mum, father, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, stepmother (mum), stepfather(dad), stepbrother, stepsister.</p>	<p>Technology, horse and cart, carriage, motor, penny farthing, astronaut, past, present, future.</p> <p>Steam, coal, power, chimney, funnel, Rocket, speed, railway.</p> <p>North Pole, South Pole, Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, dangerous, challenging.</p> <p>Transport, icebreaker, dog sled, slide, runners, crampons.</p>	<p>Astronomer, telescope, Galileo, Caroline Herschel, comets, stars, planets.</p> <p>Constellation, shapes, formation, stars, Great Bear, Hercules, Pegasus, Leo.</p> <p>Moon landing, astronaut, Neil Armstrong, Apollo 11, crater, surface.</p>	<p>Royal family, throne, crown, Buckingham Palace.</p> <p>Kings Guard, protect, ceremony, uniform, bearskin hat, march.</p> <p>Coronation, orb, sceptre, ceremony, oath.</p> <p>King John, army, ships, tax, prison, promise, Magna Carta, tyrant, rules, promises.</p> <p>Prime Minister, government, Houses of Parliament, vote, decisions.</p>	<p>Adult, (grown up), job, home, travel, various types of jobs.</p>	<p>Fairytale, fiction, hero, problem, imagination, past.</p> <p>Legend, St George, dragon, brave, true.</p> <p>Legends, time, past, retell, inspired by.</p> <p>Ancient Greece/Greeks, Gods, Heroes (insert vocab from chosen story.)</p> <p>Fable, Aesop, storyteller, lessons, learn, mistakes, hare, tortoise, race, steady.</p> <p>Folk Tales, West Africa, Anansi, wise, mischievous, falcon, Nyame.</p>
<p><b>Understanding of the World</b></p>	<p>People, Culture and Communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>					
	Festivals and Celebrations	Festivals and Celebrations	Festivals and Celebrations	Festivals and Celebrations	Festivals and Celebrations	Festivals and Celebrations
						Father's Day

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<p><b>People, Culture and Communities</b></p>	<p>Rosh Hashanah Harvest Festival Eid ul Adha Halloween</p> <p><b>All About Me!</b></p> <p>People in our community help us.</p> <p>When there is an emergency, people can help us.</p>	<p>Guy Fawkes/ Bonfire Night Remembrance Sunday Diwali St Andrew's Day Christmas Hanukah</p> <p><b>Transport</b></p> <p>We must think about how we travel safely.</p>	<p>Chinese New Year St Valentine's Day Shrove Tuesday/ Pancake Day</p> <p><b>Space</b></p> <p>People who travel into space are called astronauts.</p> <p>Astronauts live and work on the International Space Station.</p>	<p>St David's Day Mothering Sunday St Patrick's Day Easter</p> <p><b>Kings and Queens</b></p> <p>In England we have a King.</p> <p>Kings and Queens have a coronation ceremony.</p> <p>To know that King John made some promises in the Magna Carta.</p> <p>To think about how we could improve our school or local area.</p>	<p>St George's Day May Day Ramadan</p> <p><b>Growing and Changing</b></p> <p>Farming in our local area.</p> <p>What crops are grown Where we live?</p> <p>Identify fruit and vegetables that can be grown locally, or within the local region.</p> <p>Identify where the fruit and vegetables we eat come from.</p>	<p>Eid ul Fitr</p> <p><b>Stories from the Past</b></p> <p>To know that we can be storytellers.</p> <p>To understand that stories can help to explain things.</p> <p>To know that animals are often important in stories.</p> <p>To know that Anansi is a wise and mischievous character.</p>
<p><b>Key Vocabulary</b></p>	<p>Community, teachers, doctors, nurses, shop workers, delivery drivers, rubbish collectors and other locally relevant professions.</p> <p>Emergency, urgent, Fire service, fire engine, paramedic, ambulance, police officer, police car.</p>	<p>Danger, safety, rules, autumn, winter, reflect, visible.</p>	<p>Rocket, shuttle, astronaut, space suit, space boots, helmet, gravity, oxygen.</p> <p>Tim Peake, International Space Station, scientists, telescopes, gravity.</p>	<p>King, Commonwealth, cypher, United Kingdom, crown, throne, Union Jack, Royal Standard, flag.</p> <p>Coronation, orb, sceptre, ceremony, oath.</p> <p>King John, army, ships, tax, prison, promise, Magna Carta, tyrant.</p> <p>Adult, (grown up), job, home, travel, various types of jobs.</p>	<p>Plant, vegetable, fruit, ground, crops, farmer, harvest, tractor, harvest, crops, seeds.</p>	<p>Storytellers, imagination, retell, problem, solve, magic.</p> <p>Ancient, Greek, myth, explain, Prometheus, Gods, fire, humans, earth, punish.</p> <p>Aesop's Fables, (key words inc. animals from the chosen fable)</p> <p>Character, wise, mischievous, Anansi, West Africa.</p>
<p><b>RE Big Question</b></p>	<p><b>Key Question:</b> What makes people special?</p>	<p><b>Key Question:</b> What is Christmas?</p>	<p><b>Key Question:</b> How do people celebrate?</p>	<p><b>Key Question:</b> What is Easter?</p>	<p><b>Key Question:</b> What can we learn from stories?</p>	<p><b>Key Question:</b> What makes places special?</p>

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<p>Discovery RE</p>	<p><b>Theme:</b> Special People</p> <p><b>Religions:</b> Christianity, Judaism</p> <p><b>Special People</b> Mum and Dad Special People at School Role Models Jesus Moses</p>	<p><b>Theme:</b> Christmas</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p> <p><b>Christmas</b> Giving Saying Thank You The Christmas Story The Shepherds The Wise Men Time to Celebrate</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Religions:</b> Hinduism</p> <p><b>Celebrations</b> Happy New Year Chinese New Year Chinese New Year cont. Nowruz - Persian New Year Nowruz - Persian New Year cont. Holi - Hindu Festival of Colour</p>	<p><b>Theme:</b> Easter</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p> <p><b>Easter</b> Signs of Spring Springing into Life What is Easter? The Easter Story: The Beginning The Easter Story: The Middle The Easter Story: The End</p>	<p><b>Theme:</b> Storytime</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p> <p><b>Story Time</b> The Boy Who Cried Wolf The Crocodile and The Priest (A Sikh story) Bilal and the Beautiful Butterfly The Gold-Giving Serpent Best Friends The Lost Sheep</p>	<p><b>Theme:</b> Special Places</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p> <p><b>Special Places</b> Homes Around the World Changing Rooms The Wider Picture The Church The Mosque The Synagogue</p>
<p>British Values and</p>	<p>Individual Liberty</p>	<p>Tolerance of different cultures and religions</p>	<p>Rule of Law</p>	<p>Mutual Respect</p>	<p>Democracy</p>	

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<p>the wider world</p>	<p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.</p>	<p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>We are all unique. We respect differences between different people.</p>	<p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play. We listen and value and respect the opinions of others.</p>	
<p>Computing</p>	<p>Kapow Computing Scheme of Work</p>					
<p>Expressive Arts and Design</p>	<p>Creating with 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. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive</p>					
		<p>Unit 1 Networks and systems 1: Using a computer</p>	<p>Unit 2 Programming 1: All about instructions</p>	<p>Unit 3 Computing systems and networks 2: Exploring hardware</p>	<p>Unit 4 Programming 2: Programming Bee-Bots</p>	<p>Unit 5 Data handling: Introduction to data</p>

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	<p><i>Invent, adapt and recount narratives and stories with peers and their teacher. 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</i></p>					
<p><i>Creating with Materials</i></p>	<p><i>Exploring colour. Painting with primary colours.</i></p> <p><i>Mixing secondary colours.</i></p> <p><i>A study of Miro.</i></p> <p><i>Painting: portraits</i></p> <p><i>Autumn pictures</i></p>	<p><i>Colour and the seasons.</i></p> <p><i>Exploring which colours show us different seasons.</i></p> <p><i>A study of Pissarro's season paintings.</i></p> <p><i>Cutting: snowflake design</i></p> <p><i>Linking colours to festivals</i></p> <p><i>Firework pictures</i></p> <p><i>Rocket models</i></p> <p><i>Poppy collages</i></p> <p><i>Christmas decorations</i></p> <p><i>Christmas cards</i></p> <p><i>Divas</i></p> <p><i>Diwali decorations</i></p>	<p><i>Exploring line.</i></p> <p><i>Taking a line for a walk.</i></p> <p><i>Creating drip paintings like Jackson Pollock.</i></p> <p><i>Creating pictures like Hundertwasser using spirals and curved lines.</i></p> <p><i>Puppets: Chinese New Year</i></p> <p><i>Winter pictures and scenes</i></p> <p><i>Chinese New Year – lanterns, puppets and decorations</i></p>	<p><i>Exploring what we can see in the world around us.</i></p> <p><i>Studying how Van Gogh used different marks to draw still life.</i></p> <p><i>Looking at Lowry and drawing our own houses and "matchstick" people.</i></p> <p><i>Using the architecture of Hundertwasser to inspire us to draw imaginary houses.</i></p> <p><i>Design: making a boat that floats and another vehicle that moves with wheels</i></p> <p><i>Create: Easter bonnets</i></p> <p><i>Spring pictures</i></p> <p><i>Easter baskets, cards and decorations</i></p>	<p><i>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm".</i></p> <p><i>Painting real fish with ink and wax resist.</i></p> <p><i>Seed collages</i></p> <p><i>Flower artwork</i></p> <p><i>Frog life cycles</i></p>	<p><i>People in art. Looking at Degas' ballerinas.</i></p> <p><i>Practising drawing people. Creating clay sculptures of "Miro-like" people.</i></p> <p><i>Fashion: experimenting with fabric to design a suitable piece of sports wear</i></p> <p><i>Summer pictures</i></p> <p><i>Mixing colours and exploring textures</i></p> <p><i>Fruit printing</i></p> <p><i>Animal prints</i></p> <p><i>Penguin pictures</i></p>

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Being Imaginative and Expressive				Portraits of Queen Elizabeth II		
	Art/Artist					
	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hunderwasser	Van Gogh's Sunflowers	Degas' Ballet Dancer
Singing nursery rhymes and familiar songs Harvest songs  Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.	Singing nursery rhymes and familiar songs Christmas songs Performing the Nativity Singing in a group (Christmas Performances)  Composer: Sergei Prokofiev, Peter and the Wolf	Singing nursery rhymes and familiar songs Winter songs Chinese New Year songs  Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch  Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel	Singing nursery rhymes and familiar songs Easter songs  Playing with sounds: Singing Games including call and response	Singing nursery rhymes and familiar songs Growing songs  Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice	Singing nursery rhymes and familiar songs Animal songs  Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel	

The Grove Primary School: **Yearly overview**

<p>Music Charanga</p>	<p>Unit: Me!  <u>Main songs:</u> Pat-a-cake 1,2,3,4,5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers  Topic and cross- curricular links: Growing, homes, colour, toys, how I look.</p>	<p>Unit: My Stories  <u>Main songs:</u> I'm a Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song  Topic and cross- curricular links: Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time</p>	<p>Unit: Everyone!  <u>Main songs:</u> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes  Topic and cross- curricular links: Family, friends, people, music from around the world.</p>	<p>Unit: Our World  <u>Main songs:</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey  Topic and cross- curricular links: Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Unit: Big Bear Funk  <u>Main songs:</u> Big Bear Funk  Topic and cross- curricular links: Transition unit</p>	<p>Unit: Reflect, Rewind &amp; Replay  <u>Main songs:</u> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat  Topic and cross- curricular links: Consolidate learning and contextualise the history of music</p>
<p>Explore and Create Role play</p>	<p>Home - birthdays, families  Hospital...</p>	<p>Home - Halloween, Christmas  Garage/transport</p>	<p>Home - winter  Space</p>	<p>Home - afternoon tea  Palace</p>	<p>Home - recycling  Garden Centre/Farm Shop</p>	<p>Home - healthy foods  Explorers</p>