

Nursery Termly Plan

This plan identifies topics to develop pupils' knowledge and understanding of the world, and links are made to other areas of the curriculum. There is a focus on vocabulary and language development. Due to the nature of the EYFS, the long term plan may be amended to meet the needs/interests of the children.

| | | Autumn | | Spring | | Summer | |
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| General themes <i>These may be adapted to include the chn's interests</i> | | Autumn 1 - Getting to Know you Ourselves and our families Autumn 2 - Celebrations - Diwali, Christmas Bonfire Night Remembrance Day Seasons | | Caring and taking responsibility '... thinking for ourselves and acting in the best interest of us all...' Fairytale Chinese New Year Seasons | | Growing and changing Seasons | |
| C of EL / skills we want chn to gain | Active learning | Getting into the nursery routines and anticipating what happens next. | | Show goal-directed behaviour. Keep on trying when things are difficult - this is dependent on chn's confidence previous experiences and motivation. | | Keep on trying when things are difficult - this is dependent on chn's confidence previous experiences and motivation. | |
| | Creating and thinking critically | Pretend play. Sorting. Achieving something that is important to the child. | | Pretend play Sorting (play and during tidy time) Chn are starting to review their progress with the help of adults' questions. Chn are starting to know more and so start to feel more confident about coming up with their own ideas. | | Solve real problems. Pretend play Sorting (play and during tidy time) Concentrate on achieving something that is important to them. They are increasingly able to control their attention and ignore distractions. | |
| | Playing and exploring | Making independent choices Responding to new experiences that you bring to their experiences. | | Making independent choices. Bring their own interests and fascinations. Respond to new experiences that we bring to the chn's attention. | | Plan and think ahead about how they will explore or play with objects. | |
| Visits / experiences | | Local walk | Local library visit Children In Need | Rainbow Theatre RNLI / Fire station Local library visit | People that help us Living Eggs Local library visit | Local library visit Discover | Minibeasts Project with local artist Local library visit |
| Diary dates / events | | Diwali Black History Month | Bonfire night Remembrance Day Christmas | Chinese New Year | Easter Mothering Sunday | Ramadan - Eid | |
| Parental involvement | | Family visits and settling period | | Parents' drop in | | Parents' drop in | End of year report |
| ONGOING INTERACTIONS WITH PARENTS | | | | | | | |
| Assessment | | On entry EYFS Assessment | End of term assessment | | End of term assessment | | Handover information to Reception team |
| Chn are continually assessed and activities are planned to support their needs and challenge them. | | | | | | | |

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| <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. We prepare children for life and learning inside and outside of school by supporting them to develop confidence, resilience and responsibility. Relationships with adults are nurturing and they help children to learn about others' feelings and needs. Through developing an understanding of themselves, children will learn to be safe and responsible as they grow up and contribute to their community and wider world.</p> | | | | | | |
| <p>PSED themes across school</p> | <p>Families Healthy and happy friendships PLUS: <i>Learning Pit</i> <i>Growth mindset</i></p> | <p>Similarities and differences GOALS GROW model (Resilience, committing to goals, practising to achieve, strengths / difficulties)</p> | <p>Caring and responsibility Special people - people who help us Road safety Why money is important.</p> | <p>Families and committed relationships Water safety</p> | <p>NSPCC Pants Speak out and stay safe Healthy bodies and healthy minds</p> | <p>Growing and changing Sun safety Coping with change</p> |
| <p>Books we may use</p> | <p>Owl Babies Martin WADDELL https://www.youtube.com/watch?v=g15by4ST2w8 Paper Dolls by Julia DONALDSON https://www.youtube.com/watch?v=DALS84CWJRO The Lion Inside Rachel BRIGHT https://www.bbc.co.uk/iplayer/episode/m001d07r/cbeebies-bedtime-stories-koharry-kane-the-lion-inside?seriesId=m001xg57&page=1 Meesha Makes Friends by Tom PERCIVAL https://www.bbc.co.uk/iplayer/episode/m001n35r/cbeebies-bedtime-stories-ae-gaz-coombes-measha-make-s-friends?seriesId=m001xg3p&page=2 How to say Hello by Sophie BEER https://www.youtube.com/watch?v=0G-CDgyEXWY</p> | <p>Jabari Tries by Gaia CORNWALL https://www.youtube.com/watch?v=UmLeIh_wMf4 The Koala who could by Rachel BRIGHT https://www.youtube.com/watch?v=owMNPgiKZyY Everybody's Welcome by Patricia HEGARTY https://www.bbc.co.uk/cbeebies/watch/cbeebies-bedtime-stories-ewan-mcgregor-everybodys-welcome The Mega Magic Hair Swap by Rochelle HUMES https://www.youtube.com/watch?v=JAy2-QYXCvA Kindness makes us strong by Sophie BEER https://www.youtube.com/watch?v=orX5sqq-ewc</p> | <p>The Book Hospital Leigh HODGKINSON https://www.youtube.com/watch?v=fm-yIGd6lBE A Superhero like you Dr. Ranj SINGH and Liam DARCY https://www.youtube.com/watch?v=nPdwZrgQm_s Bog Baby by Jeanne WILLIS https://www.youtube.com/watch?v=44Ds1r7PP00 10 Things I can do by Melanie WALSH https://www.youtube.com/watch?v=zmNcToKvVZ4 Maya and Marley and the great big tidy up by Laura HENRY-ALLAIN Change starts with us by Sophie BEER https://www.youtube.com/watch?v=iqwf81EqQ7k</p> | <p>A Superfamily like ours Dr Ranj Fantastic Families Omari McQUEEN My Two Grannies by Floella BENJAMIN https://www.youtube.com/watch?v=P-xScz4-70 There's a house inside Mummy by Giles ANDREAE https://www.youtube.com/watch?v=2o0HcEpekqg Love makes a family Sophie BEER https://www.bbc.co.uk/iplayer/episode/m000x8n1/cbeebies-bedtime-stories-ae-cat-deeley-love-makes-a-family?seriesId=m001xg3p&page=2</p> | <p>Ravi's Roar by Tom PERCIVAL https://www.youtube.com/watch?v=4eyLNoV3kxY What happened to you? James CATCHPOLE https://www.youtube.com/watch?v=nqenq2Eh8rc Oliver's vegetables and Oliver's Milkshake by Vivian FRENCH https://www.youtube.com/watch?v=WZszls4lb5I https://www.youtube.com/watch?v=siYUagNFb00 https://www.youtube.com/watch?v=zR2k154rd7o Alan's Big Scary Teeth by JARVIS https://www.youtube.com/watch?v=r5eFWw3I_hY Don't Hug Doug by Carrie FINISON https://www.youtube.com/watch?v=ww5MgIFNDHM</p> | <p>All are Welcome by Alexandra PENFOLD and Suzanne KAUFMAN https://www.youtube.com/watch?v=nHTiv4HqoYg The Colour Monster Goes to School by Anna LLENAS https://www.youtube.com/watch?v=ucGag3nmvKE Starting school by Janet and Allan AHLBERG https://www.youtube.com/watch?v=1zQivaCXu-Q The Mega Magic Teacher Swap Rochelle HUMES https://www.youtube.com/watch?v=Tl082oiYzUQ Charlie and Lola: I am Absolutely Too Small for School Lauren CHILD https://www.youtube.com/watch?v=J_JPPROGPe4</p> |

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| <p><i>Chn have growing confidence in talking about their feelings and can manage them well. They build meaningful relationships and have an awareness of others' opinions and feelings</i></p> | <p>Settling into school life - learning about school rules and what these look like in everyday life, eg. listening so that we can learn and stay safe</p> <p>Familiarise themselves with routines</p> <p>Taking care of resources in their environment</p> <p>*chn work towards these skills as they move through Nursery</p> | <p>School rules - talking about their impact, eg. care - how to be a good friend</p> <p>Sorting and tidying resources so they are ready for the next session.</p> <p>Managing self to cope with routines - stopping independent play when they are called to work with an adult (knowing they can return to what they were doing)</p> <p>Developing resilience - know that making mistakes is part of learning (Learning pit)</p> <p>Forming relationships with the adults in the setting - knowing who they can ask for help</p> | <p>Setting up their environment and asking for resources to enhance their continuous provision</p> <p>Talk about their transition to Reception - chn to talk about how they feel, their anxieties and excitement</p> <p>Continued self-regulation - chn are beginning to work on adult led activities independently</p> <p>Chn asking for support / help if they are feeling unsure or unsafe in a situation</p> |
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By the end of Nursery we would like:

- Chn put on coat**
- Chn use the toilet and wash their hands**
- Chn cover their mouth when they cough**
- Chn sneeze into their elbow**
- Chn put their litter in the bin**
- Chn tidy away resources and pick up toys when they have been dropped.**

CAL The development of children's spoken language underpins all seven areas of learning and development. We want all children to experience daily an environment which is rich in ambitious vocabulary and where there are countless opportunities for conversations between peers and adults. Sharing stories, rhymes, poems and songs and non-fiction books give the children a whole wealth of vocabulary and language structures which they can go on to use, practise and experiment with in their play.

Children will build up their knowledge of stories through daily story-telling where they will have opportunities to listen to and discuss stories. They will develop a vocabulary linked to the stories and experiences they read about. This will lead to a love of story.

Children will start to tell their own stories through Helicopter stories and structure them using Tales Toolkit.

We will spend time instilling listening skills - *looking at the person who is talking, sitting still, staying quiet and listening to all of the words.*


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| <p>CAL</p> <ul style="list-style-type: none"> - Daily storytime - Rhymes (linked to our theme / topic) - Helicopter Stories - Tales Toolkit <p>Gradually introduce <i>Fantastics</i></p> | <p>Develop listening skills - learning to listen and attend to others and to sounds in the environment</p> <p>Tuning into sounds and able to play with making and identifying different sounds</p> <p>Singing a range of songs</p> <p>Develop phonemic and phonic awareness</p> <p>Develop awareness of rhyme and alliteration</p> <p>Develop language around key daily routines and follow instructions</p> <p>Learn to sit and attend in a small group and as a whole class for short periods of time</p> <p>Begin to share ideas through statements and simple sentences</p> | <p>Learning to ask questions to clarify understanding</p> <p>Develop spoken language to include use of connectives</p> <p>Develop vocabulary linked to stories and experiences</p> <p>Retell well known stories</p> <p>Engage with non-fiction books as a group and individually and be able to talk about their ideas</p> <p>Continue to develop oral blending and segmenting skills</p> <p>Build on awareness of rhyme and alliteration</p> | <p>Talk in full sentences to share our ideas and thoughts</p> <p>Talk about shared experiences and develop conversation skills with back and forth exchanges</p> <p>Listen to a range of stories and have the opportunity to talk about them</p> <p>Recall events and activities and be able to explain what they did</p> <p>Use talk to explain ideas and to solve problems</p> <p>Talk in the past tense</p> <p>Children will be encouraged to use 'thinking time' before responding.</p> <p>Children will learn to talk with a partner before sharing ideas during our altogether learning time.</p> <p>Children will explore 'I wonder' questions to encourage and promote thinking and challenges.</p> |
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PD Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Through a range of gross motor (and fine motor activities) which happen daily for all children, we model how determination, risk taking and perseverance lead to achievements and positive changes that will be beneficial throughout their lives. Children will engage in physical activity *daily*. Adults will encourage practise of balancing, riding balance bikes, throwing and catching and aiming. In addition to this; daily running and playing on climbing equipment.

Pre-writing shapes

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| | <p>Develop gross motor skills and strength</p> <p>Develop core muscle strength through activities such as balance bikes</p> <p>Learn to move in a range of ways with strength and control</p> <p>Using simple tools such as brushes for painting, pens/chalks for mark making, squeegees and rollers</p> <p>Become increasingly confident to eat healthy snacks</p> <p>Use the toilets at school with support, if necessary. Understand the importance of hand washing and when it is necessary</p> | <p>Develop fine and gross motor strength</p> <p>Build up core muscle strength</p> <p>Develop gross motor skills for throwing and catching, balancing, bike riding, climbing and hanging Engage in team games</p> <p>Continue to practise holding a pencil to effectively form letters and draw with care Use the toilets at school confidently and independently Move balls in a range of ways with increasing control, pushing, patting, throwing, catching, rolling, batting, aiming Understand healthy choices and the impact these have on overall health. including healthy eating, dental care, good sleep routines, limited screen time, being a safe pedestrian</p> | <p>Using a range of tools to carry out a desired purpose, eg. wood work tools and scissors Developing fine motor dexterity and strength including pencil grip Move easily and fluently in a range of ways. Chn begin to organise team games themselves (or ask an adult to start them)</p> <p>Move balls in a range of ways with increasing control, pushing, patting, throwing, catching, rolling, batting, aiming</p> <p>Develop hand writing control and strength. Draw with accuracy and care Understand healthy choices and the impact these have on overall health. including healthy eating, dental care, good sleep routines, limited screen time, being a safe pedestrian</p> <p>Use the toilets at school confidently and independently</p> |
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| <p>Maths is a language through which the world around us can be described. We use mathematical language all of the time; to explain where we are, how much we have or have not got, time frames we are working in, when we communicate on technology...</p> <p>Children need to understand this language in order to use it themselves. The 'wow' moments are incredible when children start to make sense of number and we hope that you experience these with your child, if you have not already.</p> <p>Chn have daily opportunities to practise the skills they have been learning. Continuous provision gives further opportunities for exploration of number, shape, space and measure.</p> <p>These are the Development Matters statements we work towards.</p> | |
| Cardinality | <p>Fast recognition of up to 3 objects without having to count them individually (subitising)</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts, for eg. Showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real life mathematical problems with numbers up to 5</p> |
| Composition | <p>Combining Numicon shapes so they are equal to another shape</p>  |
| Comparison | <p>Compare quantities using language: 'more than', 'fewer than'</p> |
| Pattern | <p>Describe a familiar route</p> <p>Talk about and identifies the patterns around them, eg. Stripes on clothes, designs on rugs. Use informal language like 'pointy', 'blobs'.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> |
| Shape and Space | <p>Talk about and explore 2D and 3D shapes (circle, triangle, cuboid) using informal mathematical language: sides, corners, straight, flat, round</p> <p>Select shapes appropriately: flat surface for building, a triangular prism for a roof etc</p> <p>Combine shapes to make new ones - an arch, a bigger triangle</p> |
| Measures | <p>Understand position through words alone, eg. The bag is under the table - with no pointing</p> <p>Discuss routes and locations using words like 'in front' and 'behind'</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> |

English sits at the heart of our curriculum in EVFS and across the school. Through story, language and text children learn to express themselves, form and connect ideas and develop a rich vocabulary that they are adept at using independently. Through our teaching of reading and writing, children build up the skills they need to become able and confident readers and writers, along with the stamina to persevere.

We want every child to develop a life-long love of **reading** and hope that throughout their time at Roger Ascham a combination of daily story time, guided reading sessions with an adult, phonics input and well-stocked reading areas will enable children to continue this journey.

Parental input is also vital in this journey. Sharing a book with your child makes a huge difference along with regular reading time where your child reads to you. This may begin with looking at the pictures together and talking about what they can see. Interest, new vocabulary and excitement about what is happening in the story are vital for reading to begin.

Across the school children are taught **writing** using high quality texts that demonstrate a range of styles and evoke emotion giving children a real reason to write. We use drama, role play and discussions to engage the children's imagination before moving onto exploring vocabulary, sentence construction and creative writing.

The structural and technical knowledge is fostered alongside developing a love for writing which we hope every child has as a lifelong way of communicating and expressing themselves.

At the very earliest stage we want children to see the reason we write and know they have something to say.

High quality texts inc. genres and opportunities to write - these change according to the chr's interests. See termly plans for texts we are looking at.

CORE Books

Peace at last by Jill Murphy
Where's Lenny by Ken Wilson-Max
Brown Bear, Brown Bear by Eric Carle
We're going on a bear hunt by Michael Rosen
The Gruffalo by Julia Donaldson
Orange, Bear, Apple, Pear by Emily Gravett
10 little fingers and 10 little toes by Mem Fox
When's my birthday? By Julie Fogliano
Rapunzel by Beth Woollvin
Shark in the park by Nick Sharratt
The tiger who came to tea by Judith Kerr
A first book of nature by Nicola Davies

Children to develop knowledge of a set of core books. Children will develop their vocabulary and have opportunities to talk about the texts. Chn should join in with repeated refrains.

Helicopter stories and Tales Toolkit will be used throughout the year to develop children's storytelling.

The language used in Tales Toolkit (characters, setting, problem, solution) is modelled as we tell a range of stories.

<https://tales toolkit.com>



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| <p>Literacy Writing is encouraged daily - large mark making, a range of writing materials, pre-writing shapes are practised through artwork</p> | <p>Large mark making opportunities - pre-writing shapes should be practised</p> <p>Draw as a response to stories</p> <p>Sequencing stories</p> <p>Begin to recognise names</p> | <p>Large mark making opportunities - pre-writing shapes and letter formation should be practised</p> <p>Oral sentence construction</p> <p>Sequencing stories</p> <p>Recognise and begin to write names</p> | <p>Recognise and write the first 2 letters in their name.</p> <p>Oral sentence construction - adults may scribe chn's ideas</p> <p>Know what we mean by Letter, word</p> |
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| <p>Comprehension</p> | <p>Understand the five key concepts about print: - print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. Handling books with care.</p> |
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Phonics is a complex but exciting system of sounds within the English language. It begins when babies start to respond to sounds around them continuing through a whole range of skills such as hearing the beginning of sounds (phonemes) to blending letter sounds together to manipulating and deleting letter sounds to make words. Little Wandle is the phonics scheme we use
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

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| <p>Daily phonics session</p> | <p>Environmental Sounds</p> | <p>Instrumental Sounds</p> | <p>Body Percussion</p> | <p>Rhythm and rhyme</p> | <p>Alliteration</p> | <p>Voice Sounds</p> | <p>Oral blending and segmenting</p> |
| | <p>Noticing sounds around them. Describe and compare them.</p> | <p>Build an awareness of different instruments and how to make them make sounds (hit, scrape, shake). Begin to name the instruments.</p> | <p>Explore sounds our bodies can make. Use these sounds to make patterns and sequences.</p> | <p>Join in with songs and rhymes. Begin to recognise rhythms and rhymes. Begin to hear that words rhyme. Copy and keep a simple beat. Make up rhyming words. Break words into syllables</p> | <p>Explore the initial sound in a word. Listen for the initial sound in their name and find the corresponding Letterland character. Select two objects with the same initial sound.</p> | <p>Copy different sounds they can make with their mouth. Recognise different voices and animal sounds. Use different voice sounds when telling stories and or during role play.</p> | <p>Identify the initial sounds of words. Build awareness that words can be broken into sounds. Select an object when the word has been segmented. Blend and say a simple CVC and VC word after hearing it broken down</p> |

Children are introduced to the letter sounds when they link with topic, eg. b for bear when we have Children in Need

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| <p>Understanding the world involves guiding children to make sense of their physical world and their community and to develop a sense of awe and wonder about what they see around them. We inspire children to be fascinated about the natural and human aspects of the world, ignite their curiosity about life before their own experiences and help them to explore the beliefs, practices and ideas of others.</p> | | | | | | |
| Some possible topics | My Family Seasons Hibernation Nocturnal British animals | Diwali Remembrance Day Christmas Seasons | Chinese New Year People who help us Seasons | Life Cycles Seasons | Planting Seasons | Holidays and travelling around the world Seasons |
| | <p>Talking about ourselves and our immediate family. Knowing that all families are different. Begin to understand our family's history. Exploring the local environment and the school environment. Using vocab to describe what they see. Noticing seasonal changes from Autumn to winter. Use art to reflect those changes</p> <p>Discussion about weather - rain collecting and outdoor wet play and windy day toys are some of the ways weather is explored.</p> | | <p>The children will experience visits from a range of occupations in nursery such as firefighters, police, paramedic, farmer, hairdresser etc. They will be encouraged to use this in their role play and small world play.</p> <p>Noticing seasonal changes. Begin to explain that this may be different in different parts of the world.</p> <p>Observing changes in the natural world, eg. life cycles of minibeasts</p> <p>Caring for our environment - litter picking, saving energy, feeding birds during the winter. Being respectful of living things.</p> | | <p><i>Skills from Autumn Term are continued eg. the weather - looking at how we can stay safe in the sun.</i></p> <p>Chn notice changes in the natural world. They might plant seeds and watch them grow, look at the life cycle of a butterfly.</p> <p>Minibeasts hunts - building an environment to encourage them into our garden. We will have a project with a local artist learning about a minibeast. Beginning to draw very simple maps of their environment Begin map reading - showing locations on a world map. Chn will try to draw their own. Art work will be done to reflect the locations</p> | |
| SCIENTIFIC KNOWLEDGE | <p>The children will plan and take part in a variety of scientific investigations such as:</p> <ul style="list-style-type: none"> - Melting and freezing - Floating - Growing - Colour mixing - Exploring materials and how they can change (eg. making playdough, making things waterproof) | | | | | |
| Celebrations Learn about celebrations from a variety of cultures | Diwali Bonfire Night | Christmas Hanukkah Children in Need | Chinese New Year | Easter Mothering Sunday | Ramadan Father's Day | Eid |
| | <p>Learning about celebrations in different cultures and religions. Learning vocabulary and talking respectfully. Visits from families within the local faith community are invited in to talk about their celebrations and traditions.</p> | | | | | |
| <p>At the end of Nursery chn will know that we live in Walthamstow and that is in London in England.</p> | | | | | | |

EAD Our learning environments provide on-going opportunities for children to engage with the arts and develop their creativity and imagination. Children are encouraged to think about how they want to express their ideas and the materials they might use. Adults introduce new artists and lead the children to be confident in their own expressions by teaching skills and a love of music, art, dance and theatre.

Chn will be have opportunities to create and appreciate artwork, listen and make music and respond to experiences and music through dance.

In art chn will be given opportunities to work with a range of materials and in a range of styles: drawing, sculpture, printing, painting and collage

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| <p>EAD Progression in all areas is taught along with opportunities for chn to create their own experiences through continuous provision</p> | <p>Role play - home corner - representative of what might happen in chn's homes, eg. books, babies, cooking utensils. When it has been a special time of year this might be reflected in the home corner, eg. Diwali, birthdays, Christmas Role play can also be introduced into small world, eg. adding costumes and props. WRITING OPPORTUNITIES should always be presented and modelled.</p> |
| | <p>Continuous provision will always be offered. Junk modelling will be sorted into 3D shapes. Resources should be present <i>daily</i>. Adults will model skills of joining, decorating etc. Chn will begin to request materials for their models and adults will model necessary skills for chn to complete their projects.</p> |
| | <p>MUSIC - this is taught through CHARANGA and weekly singing times. Different styles of music are played to enable chn to build up their listening repertoire. Instruments are available for chn to explore different ways of playing. Names of instruments are taught. Chn are taught about keeping a steady beat and given opportunities to explore rhythmic patterns. Chn may use instruments in their role play.</p> |

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| <p>ART chn will be given the opportunity look at the artwork from a range of mediums. Pre-writing shapes are practised through art.</p> | <p>Drawing Self portraits Observational drawings</p> | <p>Printing Autumnal patterns, eg. leaf printing Large mark making Printing with a range of objects</p> | <p>Sculpture Junk modelling Clay Salt dough</p> | <p>Collage Using a range of materials - paper, material.</p> | <p>Painting Chn to select colour, exploring with mixing to make shades darker and lighter as well as making new colours. Different thicknesses of brushes are provided.</p> |
| | <p>Van Gogh Picasso https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso</p> | <p>Lucy Tiffney https://www.lucytiffney.shop/?fbclid=PAZXh0bgNhZW0CMTEAc3J0YwZhcHBfaWQMMjU2Mjg1MDQwNTU4CGNhbGxzaxRlAjE1AAGnvphCqP8zjQRT0oQbb8FRTsKn0w9sqH7wEmbfASjE5niFmSN7k4zU-nZhTwE_aem_xYAYG-b7v-21y_v1x5nkLw Charles Rennie Mackintosh (2D shape) Paul Klee https://www.tate.org.uk/art/artists/paul-lee-1417</p> | <p>Andy Goldsworthy https://andygoldsworthystudio.com/archive/ Michael BOLUS https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture Phyllida BARLOW https://www.tate.org.uk/kids/make/sculpture/make-cardboard-box-sculpture</p> | <p>Matisse (The Snail) https://www.tate.org.uk/art/artworks/matisse-the-snail-t00540 Kandinsky (Circles - maths) https://www.wassilykandinsky.net/work-370.php Alma Thomas https://artsandculture.google.com/asset/the-eclipse-alma-thomas/ngH9u2BVP8k9xQ2hI=en-GB&ms=%7B%22x%22%3A0.5%2C%22y%22%3A0.5%2C%22z%22%3A8.56756511374072%2C%22size%22%3A%7B%22width%22%3A2.203755284688237%2C%22height%22%3A1.2375%7D%7D Yayoi Kusama https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama Kandinsky https://www.youtube.com/watch?v=SIWjR3otGvM https://www.youtube.com/watch?v=at89fWM9ex4</p> | <p>Mondrian (3D shape) https://www.tate.org.uk/art/artworks/mondrian-composition-with-yellow-blue-and-red-t00648</p> |

