

Reception 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. It is used to plan each half term.

		Autumn		Spring		Summer	
General themes <i>These may be adapted to include the chn's interests</i>		<u>Marvellous Me!</u> <u>Celebrate Good Times</u>		<u>Tell me a story</u> <u>People that Help us</u>		<u>Growing</u>	
		Ourselves and our families Seasons		Arctic and Antarctica Fairytals Seasons		Growing / life cycles Transition / travel Seasons	
C of EL / skills we want chn to gain	Active learning	<ul style="list-style-type: none"> - Participate in routines - To keep on trying when things are difficult 		<ul style="list-style-type: none"> - Begin to predict sequences because they know their routine 		<ul style="list-style-type: none"> - Begin to correct mistakes 	
	Creating and thinking critically	<ul style="list-style-type: none"> - Sort materials (eg. during tidy up time) 		<ul style="list-style-type: none"> - Solving real-life problems 		<ul style="list-style-type: none"> - Use own ideas to solve problems and give explanations for why things have happened 	
	Playing and exploring	<ul style="list-style-type: none"> - Make independent choices 		<ul style="list-style-type: none"> - Plan and think ahead about how they might explore / play / use an object - Bring their own fascinations and interests into their learning 		<ul style="list-style-type: none"> - Bring their own fascinations and interests into their learning - chn to use non-fiction books /online info. / adults around school / visitors to help them follow their interest 	
Visits / experiences		Local walk	Local library visit Children In Need	Rainbow Theatre / Toscana Strings https://www.toscanastring.co.uk/ RNLI / Fire station	People that help us - visit from Little City https://www.littlecityuk.com/ Living Eggs https://www.livingeggs.co.uk/ Local library visit	Local library visit	Minibeasts Visit from The Hive https://thehiveintheforest.co.uk/node/1041 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		Parents' welcome coffee morning and introduction to PTA Parents' drop in Introduction to Literacy	End of term pupil progress report sent home	Parents' Evening	End of term pupil progress report sent home		Formal end of year report
Assessment		National Baseline On entry assessment for non-RAPS chn <i>DSR assessment weekly</i>	End of term EYFS assessment Bi-weekly phonics and reading check	Bi-weekly phonics and reading check	EYFS Assessment Bi-weekly phonics and reading check	Bi-weekly phonics and reading check	Handover information to Yr1 End of EYFS data submitted Bi-weekly phonics and reading check

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.

By the end of Reception* 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

Chn can leave the classroom to use the bathroom and return to the classroom

Chn can select their lunch, get their cutlery and clear the table once they have finished

PSED themes across school	Families Healthy and happy friendships PLUS: <i>Learning Pit</i> <i>Growth mindset</i>	Similarities and differences GOALS GROW model (Resilience, committing to goals, practising to achieve, strengths / difficulties)	Caring and responsibility Special people - people who help us Road safety Why money is important.	Families and committed relationships Water safety	NSPCC Pants Speak out and stay safe Healthy bodies and healthy minds	Growing and changing Sun safety Coping with change
Books we will use	<p>So Much by <i>Trish COOKE</i> https://www.youtube.com/watch?v=injID1jiWbI</p> <p>Not Now, Bernard by David McKEE https://www.youtube.com/watch?v=YI4io9cTIA4</p> <p>Grandad's Campervan by Harry WOODGATE https://www.youtube.com/watch?v=blWFLeGP3ws</p> <p>Lost and Found by Oliver JEFFERS https://www.youtube.com/watch?v=5YUCCyPe_Gs</p> <p>Titch by Pat HUTCHINS https://www.youtube.com/watch?v=scdrs1XLQPE</p>	<p>Jabari Tries by <i>Gaia CORNWALL</i> https://www.youtube.com/watch?v=UmLeTh_wMf4</p> <p>Tilda tries again by Tom PERCIVAL https://www.youtube.com/watch?v=iQFae4BKaUI</p> <p>The Dot by Peter REYNOLDS https://www.youtube.com/watch?v=NjWtLi4a8lg</p> <p>Astro Girl by Ken WILSON-MAX https://www.bbc.co.uk/iplayer/episode/m000g8cm/cbebies-bedtime-stories-pt-dame-kristin-scott-thomas-astro-girl?seriesId=m001xg5v&page=1</p>	<p>Bog Baby by <i>Jeanne WILLIS</i> https://www.youtube.com/watch?v=44Ds1r7PPOO</p> <p>Sudden Hill by <i>Linda SARAH and Benji DAVIES</i> https://www.youtube.com/watch?v=tq034orJNWk</p> <p>10 Things I can do by <i>Melanie WALSH</i> https://www.youtube.com/watch?v=zmNcToKvVZ4</p> <p>Kindness is my Superpower by <i>Alicia ORTEGO</i> https://www.youtube.com/watch?v=M8JygK6hyvI</p>	<p>Tango Makes 3 by <i>Justin RICHARDSON and Peter PARNELL</i> https://www.youtube.com/watch?v=L-8ehpyDwRA</p> <p>The Heart and the bottle by <i>Oliver JEFFERS</i> https://www.youtube.com/watch?v=FiGqXpZF558</p> <p>A handful of buttons by <i>Carmen PARETS LUQUE</i> https://www.youtube.com/watch?v=WAZBrIOGfOY</p> <p>In every house on every street by <i>Jess HITCHMAN</i> https://www.youtube.com/watch?v=cWQJfldloI</p>	<p>Rosa Parks (Little People, Big Dreams) https://www.youtube.com/watch?v=52Oi6eHKMFY</p> <p>Ravi's Roar by <i>Tom PERCIVAL</i> https://www.youtube.com/watch?v=4eyLNoV3kxY</p> <p>The Girl with a parrot on her head by <i>Daisy HIRST</i> https://www.youtube.com/watch?v=QmB5rDky4rI</p> <p>Don't hug Doug by <i>Carrie FINISON and Daniel WISEMAN</i> https://www.youtube.com/watch?v=6QfWMmk70og</p>	<p>There's a house inside Mummy by <i>Giles ANDREAE</i> https://www.youtube.com/watch?v=2o0HcEpekgg</p> <p>10 Things I can do by <i>Melanie WALSH</i> https://www.youtube.com/watch?v=zmNcToKvVZ4</p> <p>Perfectly Norman by <i>Tom PERCIVAL</i> https://www.youtube.com/watch?v=sXPbwXJbZtk</p> <p>Ruby's Worry by <i>Tom PERCIVAL</i> https://www.youtube.com/watch?v=DA9Zfr89pgA</p>

	<p>Puffin Peter by Petr HORACEK https://www.youtube.com/watch?v=IvgMk6C9pEs</p> <p>Everywhere Bear by Julia DONALDSON for starting sending the class teddy bear home https://www.bbc.co.uk/iplayer/episode/b0bt8n99/cbeebies-bedtime-stories-fj-laura-haddock-the-everywhere-bear?seriesId=m001xg4x&page=1</p>	<p>Rosie Revere Engineer by Andrea BEATY https://www.youtube.com/watch?v=RIrp4o5msA4</p> <p>How to Catch a Star by Oliver JEFFERS https://www.youtube.com/watch?v=qQLczs9Nrfk</p>	<p>It's a no money day by Kate MILNER https://www.youtube.com/watch?v=wPtjp8nKI3I</p> <p>Clothesline Clues by Kathryn HELING and Deborah HEMBROOK https://www.youtube.com/watch?v=wGDTFMhseKc</p> <p>All through the Night by Polly FABER https://www.youtube.com/watch?v=Osg8_HTnBhc</p>	<p>Our class is a family by Shannon OLSEN https://www.youtube.com/watch?v=i2X7DmJcB08</p> <p>Family and Me by Michaela DIAS-HAYES</p> <p>The Suitcase by Daniela SOSA https://www.youtube.com/watch?v=4Hg7Fa05US4</p> <p>2 Dads https://www.bbc.co.uk/iplayer/episode/m0002kgb/cbeebies-bedtime-stories-uz-will-young-two-dads?seriesId=m001xg62</p>	<p>What happened to you? By James CATCHPOLE https://www.youtube.com/watch?v=ngenq2Eh8rc</p>	
<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>Managing belongings - looking for their name in their belongings Taking care of resources in their environment</p> <p>Introduction of 'Everywhere Bear' - to go home with chn and have their own adventures</p> <p>*chn work towards these skills as they move through Reception</p>	<p>School rules - talking about their impact, eg. care - how to be a good friend 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) 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 Year 1 - 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>		

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 tell their own stories through Helicopter stories and structure them using Tales Toolkit

<p>CAL Daily storytime Rhymes Fantastics Helicopter Stories Tales Toolkit</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 Develop phonemic and phonic awareness</p> <p>Oral blending and segmenting 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 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 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 Talk in the past tense</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.

PD	Outdoor- multi-skills Indoor- realPE(Social/Personal)	Outdoor- Ball skills Indoor- realgym (Physical)	Outdoor- Football skills Indoor- realgym (Creative)	Outdoor- Team Games Indoor- realDance	Outdoor- Games/athletics Indoor- realPE(cognitive)	Outdoor- Multiskills Indoor- realPE (H&F)
PE is taught discreetly throughout the week by our PE specialist teacher.						
<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>Developing fine motor dexterity and strength including pencil grip</p> <p>Using simple tools such as brushes for painting, pens/chalks for mark making, squeegees and rollers</p> <p>Become increasingly confident and independent to eat lunch and healthy snacks</p> <p>Use the toilets at school confidently and independently</p> <p>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</p> <p>Engage in team games</p> <p>Continue to practise holding a pencil to effectively form letters and draw with care</p> <p>Using scissors effectively and safely</p> <p>Learn to use a knife and fork effectively</p> <p>Manage own needs around food and drink</p> <p>Use the toilets at school confidently and independently</p>	<p>Using a knife and fork effectively</p> <p>Using a range of tools to carry out a desired purpose, eg. wood work tools</p> <p>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</p> <p>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>Confidently manage own physical needs</p> <p>Negotiate space safely</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...
 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.

Taken from NCETM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Subitising Counting and cardinality Composition of a number	Counting and cardinality Composition of a number - exploring the concept of 'part' and 'whole'	Subitising (using a die up to 5) One more than Comparing sets of number Focus on 5	'Staircase' pattern and ordering of number Focus on 7 Composition - making doubles with 2 equal parts Odd and even numbers	Counting larger sets and numbers that cannot be seen Subitising up to 6 Composition of 10 Track games	Subitise to 5 Introduce the rekenrek (counting apparatus) Number patterns Number bonds to 5 (automatic recall)

Children have daily opportunities to practise the skills they have been learning.

Continuous provision gives further opportunities for exploration of number, shape, space and measure.

Please see <https://www.ncetm.org.uk/in-the-classroom/early-years/>

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	So Much The Paper Dolls The Gruffalo Surprising Sharks (NF) <i>Introduce FANTASTICS</i>	Little Red Rapunzel Lost and Found Emperor's Egg (NF)	Yucky Worms I can't draw Worms Very Hungry Caterpillar Ruby's Worry Ravi's Roar Tilda Tries Again
CORE Books	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. When's my birthday? By Julie Fogliano Stick Man by Julia Donaldson The gigantic turnip by Aleksei Tolstoy Little Red by Bethan Woollvin So Much by Trish Cooke Each Peach Pear Plum by Janet and Allan Ahlberg 10 Black Dots by Donald Crews Aliens love underpants by Claire Freedman The Everywhere Bear by Rebecca Cobb Errol's Garden by Gillian Hibbs Bog Baby by Jeanne Willis Surprising Sharks by Nicola Davies Helicopter stories and Tales Toolkit will be used throughout the year to develop children's storytelling https://helicopterstories.co.uk/ https://www.talestoolkit.com/		
Literacy - Key skills	Large mark making opportunities - pre-writing shapes should be practised Draw as a response to stories Sequencing stories Recognise and begin to write names Using phonic skills in writing (blend, segment, word, letter, sound)	Large mark making opportunities - pre-writing shapes and letter formation should be practised Form letters in name correctly Oral sentence construction Adult to slow check writing with child to model sentence structure, finger spaces and full stop - chn are beginning to write sentence themselves Finger spaces used in writing	Large mark making opportunities - and letter formation should be practised Write name, forming letters correctly Building skill of re-reading a sentence to check meaning and flow in their writing Using ? and ! (modelled during together writing) CCVC words to be spelt correctly.

	<p>Oral sentence construction - adults may scribe chn's ideas</p> <p>Adult to slow check writing with child to model sentence structure, finger spaces and full stop.</p> <p>Know what we mean by: Letter, word, sentence</p>		<p>Sentences are finished with a full stop. Chn beginning to remember that proper nouns are written with a capital letter</p>
<p><i>Fantastic Foundations</i> (Jane Considine)</p>	<p>Revise word collector and sentence maker</p> <p>Introduce 'slow reveal' to build up stories and explore narratives 'Together writing' in groups.</p> <p>'Together writing' - adding description to simple sentences.</p> <p>Using ambitious vocabulary given through the 'Fantastics'</p>	<p>'Together writing' use and 'and' 'because'</p> <p>Teaching sequences develop vocabulary, sentence writing and building pieces of text</p> <p>Using ambitious vocabulary given through the 'Fantastics'</p>	<p>Begin to re-order sentence structure by adding more information.</p> <p>Using ambitious vocabulary given through the 'Fantastics'</p>

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.
<https://www.littlewandle.org.uk/resources/for-parents/>

<p>s a t p i n m d g o c k c k e u r h b b f l</p>	<p>ff ll ss j v w x y z zz qu ch</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er double letters: dd, mm, tt, bb, rr, gg, pp, ff</p>	<p>ai ee igh oo ar or ur oo ow oi ear er air -ing words compound words plurals</p>	<p>CCVC words Longer words</p> <p>CCVCC CCCVC CCCVCC words</p> <p>oot words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p>	<p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es</p>
<p>Phonics each week</p>	<p>Daily discreet phonics sessions</p>	<p>Reading phonic reading books with an adult</p>	<p>Group work practising blending and segmenting</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.

	<u>Senses</u> <u>My Family</u>	<u>Nocturnal British animals</u> <u>Hibernation</u>	<u>Arctic / Antartica</u>	<u>Life Cycles</u>	<u>Planting</u>	<u>Holidays and travelling</u> <u>around the world</u>
	<p>Talking about ourselves and our immediate family. Knowing that all families are different Exploring the local environment and the school environment. Using vocab to describe what they see. Beginning to draw very simple maps of their environment Noticing seasonal changes from Autumn to winter. Use art to reflect those changes Discussion about weather - rain collecting and outdoor wet play and windy day toys are some of the ways weather is explored. Chn to find out about why animals hibernate.</p>		<p><i>Skills from Autumn Term are continued</i></p> <p>Study another place, eg. Africa, Australia, Arctic. Comparing 2 settings. Talk about what they can see, which animals live there and the weather that is experienced there.</p> <p>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> <p>Observing changes in the natural world, eg. life cycles of minibeasts</p>		<p><i>Skills from Autumn Term are continued</i></p> <p>Chn notice changes in the natural world. They plant seeds and watch them grow and look at the life cycle of different animals.</p>	
SCIENTIFIC KNOWLEDGE	Chn have opportunities for scientific investigation. Vocab is introduced and referred to. Fair testing is modelled. Chn are encouraged to make predictions about what they think will happen, talk about what does happen and draw simple conclusions about what they notice happening.					
Celebrations Learn about celebrations from a variety of cultures	Diwali	Christmas Hanukkah Children in Need Guru Nanak's Birthday	Chinese New Year	Easter Mothering Sunday	Ramadan Father's Day	Eid
Learning about celebrations in different cultures and religions. Learning vocabulary and talking respectfully. Visits from the local faith community are encouraged.						
At the end of Reception chn will know that we live on planet Earth, locate England and know we live in the capital city in the UK, London.						

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

<p>EAD</p> <p>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</p> <p>Role play can also be introduced into small world, eg. adding costumes and props.</p> <p>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 time. 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. Visits from ensembles such as Toscana Strings https://www.toscanastrings.co.uk/ allow the children to meet orchestral instruments and hear how they create the timbre of a piece of music. Chn are taught about keeping a steady beat and given opportunities to explore rhythmic patterns. Chn may use instruments in their role play. Children will learn songs as part of the whole school music performance. This will include different styles ad genres of music as well as exploring the work of different artists.</p>				
<p>ART</p> <p>chn will be given the opportunity look at the artwork from a range of mediums.</p>	<p>Drawing</p> <p>Self portraits https://www.npg.org.uk/ Observational drawings</p>	<p>Printing</p> <p>Autumnal patterns, eg. leaf printing Large mark making Printing with a range of objects</p>	<p>Sculpture</p> <p>Junk modelling Clay Salt dough</p>	<p>Collage</p> <p>Using a range of materials - paper, material.</p>	<p>Painting</p> <p>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 Frida Khalo Arcimboldo https://www.bbc.co.uk/bitesize/topics/zfj4nk7/watch/zft7rmn https://www.tate.org.uk/kids/make/paint-draw</p>	<p>Lucy Tiffney https://www.lucytiffney.shop/wallpaper/ Charles Rennie Mackintosh (2D shape) https://www.danielheath.co.uk/</p>	<p>Andy Goldsworthy https://andygoldsworthystudio.com/archive/ https://www.tate.org.uk/kids/make/sculpture Michael BOLUS https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture</p>	<p>Matisse (The Snail) Kandinsky (Circles - maths) https://www.tate.org.uk/kids/make/cut-paste/make-collage Alma Thomas https://artsandculture.google.com/asset/the-eclipse-alma-thomas/pqH9u2BVP8k9xQ2hI=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</p>	<p>Mondrian (3D shape) https://www.tate.org.uk/kids/artists/who-piet-mondrian https://www.woodstreetwalls.co.uk/hatch</p>