










Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main themes but could be modified based on own interests</b>	Marvellous Me and celebrations 	Once upon a time 	Superheroes and People who help 	Ticket to ride! 	Amazing Animals! Superheroes 	Fantastic creatures and The sea 
<b>Communication and Language</b> 	<p><i>Understand how to listen carefully and why listening is important.</i>  <i>Engage in story times</i>, rhymes, and songs.            Maintain attention in whole class/groups.            Follow 1 step instructions.  <i>Understand ‘why’ questions.</i>  <i>Use sentences 4-6 words.</i>  <i>Use talk to organise play.</i></p> <p><i>Learn new vocabulary</i>  <i>Use new vocabulary through the day</i></p>	<p>Listen in familiar &amp; new situations.  <i>Engage in story times.</i>            Maintain attention in new situations.  <i>Ask questions to find out more and to check they understand what has been said to them.</i>            Follow <i>instructions with 2 parts</i> in a familiar situation.  <i>Start a conversation with peers and familiar adults and continue for many turns.</i>  <i>Develop social phrases</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i>  <i>Learn rhymes, poems, and songs.</i></p>	<p>Listen attentively in a range of situations.            Maintain attention during appropriate activity.  <i>Engage in non-fiction books.</i>            Consider the listener and take turns.  <i>Use talk to organise/stand for something else in play.</i>            Begin to use past tense.            Begin to recount past events.</p>	<p>Understand why listening is important.            Maintain attention in different contexts.  <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i>  <i>Ask questions to find out more and check understanding.</i>  <i>Articulate their ideas and thoughts in well-formed sentences.</i>  <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i>  <i>Begin to connect one idea or action to another using a range of connectives.</i>            Describe events in some detail.</p> <p><i>Use new vocabulary in different contexts</i>  <i>Listen to and talk about stories to build familiarity and understanding.</i></p>	<p>Listen and understand instructions while busy with another task.            Maintain activity while listening.            Understand how, why, where questions.  <i>Describe events in some detail.</i>            Express ideas about feelings and experiences.  <i>Articulate their ideas and thoughts in well-formed sentences.</i>            Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.            Attend to others in play.            Make comments and clarify thinking with questions.  <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i>            Speak in well-formed sentences with some detail.  <i>Use new vocabulary in different contexts.</i>            Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<b>Personal, Social and Emotional Development Self-regulation</b>	<p><i>Can talk about feelings.</i>            Welcome distractions when upset.  <i>Increasingly follow rules.</i>  <i>Know likes and dislikes.</i>            Independently organise belongings in the morning.            Manage personal hygiene.  <i>Build constructive and respectful relationships.</i></p>	<p><i>Beginning to express their feelings and consider the perspectives of others.</i>            Begin to take turns and share resources.            Independently choose where they would like to play.  <i>Continue to build constructive and respectful relationships.</i></p>	<p>Show pride in achievements.            Understand behavioural expectations of the setting.            Can explain right from wrong and try to behave accordingly.  <i>Manage their own needs.</i>            Can identify kindness.            Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need.            Begin to show persistence when faced with challenges.            Can keep play going by co-operating, listening, speaking, and explaining.            Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them.            Can talk about their own abilities positively.            Confident to try new activities  <i>Show resilience and perseverance.</i></p>	<p><i>Able to identify and moderate own feelings.</i>  <i>See themselves as a unique and valued individual.</i>            Can seek out a challenge and enjoy the process.            Show sensitivity to others’ needs and feelings.</p>
<b>Jigsaw</b> 	<b>Being me in my world</b>	<b>Celebrating difference (including bullying)</b>	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing me</b>
<b>Religious Education</b> 	Key Question F1: Who am I and where do I belong?	Key Question F2: Why do we have celebrations?  Key questions for each term, but will revisit themes across all questions	Key question F3: What can we learn from stories?	Key Question F5: What Makes a place special	What makes our wonderful world	Key question F4: What makes something special?

**Physical Development**



**Introduction to PE: Unit 1  
Gymnastics: Unit 1**

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

**Introduction to PE: Unit 2  
Dance: Unit 1**

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

**Ball Skills: Unit 1  
Gymnastics: Unit 2**

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

**Games: Unit 1  
Dance: Unit 2**

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

**Ball Skills: Unit 2  
Fundamentals: Unit 1**

Combine different movements with ease and fluency  
  
Develop the foundations of a handwriting style which is fast, accurate and efficient.

**Games: Unit 2  
Fundamentals: Unit 2**

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.

**Literacy**



**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.

**Comprehension:** Make a simple prediction based on the text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).

**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.

**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

**Reading**



**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.

**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

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**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

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**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

**Phonics  
Following Little  
Wandle scheme**

**Phase 2**  
S a t p l n m d g o c k c k e u r h b f l  
  
ils l the



**Phase 2**  
ff ll ss j v w x y z zz qu ch sh th ng nk  
- Words with -s  
- - words ending s/z/ this  
-  
**Put pull full as and has his her go no into she push he of we me be**

**Phase 3**  
Ai ee igh oa oo o oar or ur ow oi ear air er  
- Words with double letters  
- Longer words  
**Was you they my by all are sure pure**

**Review phase 3**  
- Longer words and double letters  
- Words with s/z/ in the middle  
- Words with es/z/ at the end  
- Words with s/s,z/ at the end  
**Review all tricky words**

**Phase 4**  
Short vowels with adjacent consonants  
Cvcc ccvc ccvcc cccvc cccvcc  
Longer words and compound words  
Words ending in suffixes - ing -ed/t/id/ed - est  
**Said so have like some come love do were here little says there when what one out today**


**Phase 4**  
Phase 3 long vowel graphemes with adjacent consonants  
Cvcc ccvc cccvc ccv ccvcc  
Words ending in suffixes - ing -ed/t/id/ed - est  
- Longer words and compound words  
**Review all tricky words taught so far**

<p><b>Literacy</b></p> 	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p><b>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly in the letter families using the Little Wandle formation phrases.</b></p>						
<p><b>Key texts for Talk for Writing</b></p>	<p>Stanley's stick- name writing Going on a bear hunt- lists</p>	<p>Little Red Hen Repative narrative/ charcater speech Non fiction- Invitation</p>	<p>Supertato story – Beat the baddie! Non fiction – People who help us facts</p>	<p>The Naughty Bus- Journey Non fiction –Space chronological report</p>	<p>The magic chair- Portal story Non fiction – Nocturnal Animals fact file</p>	<p>Dinosaurs- Character with a flaw Non fiction- Seaside Postcards</p>
<p><b>Mathematics White Rose</b></p> 	<p>Number – Match sort and compare Talk about measure and patterns Number – Its Me 1,2,3</p>	<p>Number – Its me 1,2,3 Number – 1,2,3,4,5 Geometry – Circles and triangles Shapes with 4 sides</p>	<p>Number – Alive in 5 Mass and Capacity Number – Growing 6,7,8 Length, height and time</p>	<p>Number – Building 9 and 20 Length, height and time Number – addition and subtraction Subtraction Geometry – Expore 3D shapes</p>	<p>Number – To 20 and beyond Number – How many now Number – Manipulate compose and decompose Sharing ang grouping</p>	<p>Number – Sharing and grouping Number – Make connections Visulise build and map</p>
<p><b>Ongoing throughout the year</b></p>	<p><b>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</b></p> <p><b>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</b></p>					
<p><b>Understanding the World</b></p> 	<p><b>Chronology:</b> Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p><b>Enquiry:</b> Describe images of familiar situations in the past using photographs of themselves as babies</p>	<p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p><b>Enquiry:</b> Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day,. Ask questions, use different</p>	<p><b>Chronology:</b> Visually represent their own day on a simple timeline – use class visual timetable</p> <p><b>Enquiry:</b> Talk about key roles people have in society both in the present and past –learn about Preet Chandi and learn about Florence Nightingale and Mary Seacole. Name and describe people who are familiar</p>	<p><b>Chronology:</b> Order experiences in relation to themselves and others, including stories.</p> <p><b>Enquiry:</b> Find out about key historical events – moon landing and the last visit to space . Ask questions, use different sources to find answers including books.</p>	<p><b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.</p> <p><b>Enquiry:</b> Find out facts about animals and research</p>	<p><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline. Reflect on time in EYFS</p> <p><b>Enquiry: Comment on images of familiar situations in the past.</b> Describe features of objects, people, places at different times and make</p>

	sources to find answers including books. <b>Comment on images of familiar situations in the past.</b>	to them within their community e.g., police, fire service, doctors, dentist.	<b>Comment on images of familiar situations in the past.</b>		comparisons. Talk about what is the same and different.
Begin to develop a sense of <b>continuity and change</b> by being able <b>to compare and contrast characters from stories throughout the year, including figures from the past.</b>					
<b>Own family</b>		<b>Focus- Preet Chandi Florence Nightingale Mary Seacole</b>	<b>Mae Jemison Tim Peake</b>	<b>David Attenborough</b>	<b>Mary Anning</b>
<b>Respect:</b> Themselves, special things in their own lives.	<b>Respect:</b> <b>Recognise that people have different beliefs and celebrate special times in different ways.</b> <b>Recognise some similarities and differences between life in this country and life in other countries.</b>	<b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	<b>Respect:</b> <b>Understand that some places are special to members of their community.</b>	<b>Respect:</b> Animals and know how to care for an animal/pets	<b>Respect:</b> Understand how we can look after God’s wonderful world (eco friendly)
<b>Mapping:</b> Talk about the features of their immediate environment with visual representations	<b>Mapping:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	<b>Mapping:</b> Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - <b>Recognise some environments that are different to the one in which they live e.g., Antarctica.</b>  <b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	<b>Mapping:</b> Complete a simple BeeBot program using a grid map or carpet squares.  <b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about	<b>Mapping: Draw information from a simple map</b> and identify landmarks of our local area walk.  <b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.  Understand the key features of the life cycle of a plant or animal.	<b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)  <b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.
<b>Communication:</b> Comment on what they notice about the environment where they live and <b>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</b> <b>Observation: Explore the natural world around them</b> making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					

**Expressive Arts and Design**



<b>Artist study – Damien Hirst</b>  Printing Sculpture-clay (outside) Colour mixing Damien Hirst	<b>Artist study – Yayoi Kusama,</b>  Mark Making/Drawing: Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait.   Colour: Know the names of light colours and dark colours. To know red and blue make purple To know yellow and blue make green To know red and yellow make orange Know how colours can be changed using light and dark colours.  Painting:	<b>Artist Study – Alma Thomas</b>  Weekly themes related to learning and progression of skills	<b>Artist study – Matisse</b>  Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey  <b>Create collaboratively sharing ideas, resources, and skills.</b>  Artist study – Know that Matisse was a painter That he became poorly and then ‘painted with scissors’ he used cut up paintings to make his art.	<b>Artist Study – Henri Rousseau</b>  Charanga Songs: Big Bear Funk  <b>Listen attentively, move to, and talk about music, expressing their feelings and responses.</b>  Artist study – Henri Rosseau Know that Henri Rousseau was a French Painter He liked painting landscapes and natural art	<b>Artist Study - Luiza Vizoli</b>  Charanga Songs <b>Reflect, Rewind &amp; Replay:</b> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat  <b>Watch and talk about dance and performance art, expressing their feelings and responses.</b>  Artist study – Know that Luiza Vizoli is a Romanian artist. She taught herself art She likes using bright colours to make people feel happy
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Artist study – Know that Damien Hirst uses colour in his work painting. To know that he uses spots in some work  
 Know how to collaborate with others to create artwork.

Printing:  
 Know how to print using hands, feet, and fingers.

Materials:  
 Know that materials can feel different. Know some words to describe materials.

3D Work:  
 Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year)

Cutting Skills:  
 Know how to safely pass scissors to another person.  
 Know how to use scissors to make snips in paper.

Colour:  
 Know how colours can be changed using light and dark colours

**Charanga Songs:**  
 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

**Develop storylines in their pretend play.**  
**Start colour mixing**

**To know that she paints spotty, colourful pumpkins**

Mark Making/Drawing:  
 Correct pencil grip and make marks, create lines and circles.

Colour:  
 Know the names of light colours and dark colours.  
 To know red and blue make purple  
 To know yellow and blue make green  
 To know red and yellow make orange

Printing:  
 Know how to print using natural objects, leaves, sticks, pine cones  
 To refine skills printing with cotton buds, small, precise spots.

3D Work:  
 Clay- Diwali Divas

Cutting Skills: .  
 Know how to use scissors to make snips in paper.  
 Know how to make different cuts in paper (new focus every week)

Draw with increasing complexity and detail, such as representing a face with a circle including details.

Colour:  
 To be able to create a colour wash and then use small brush strokes to create a painting in the style of Alma Thomas

Painting:  
 Experience, explore different paint types- watercolour, acrylic, ready mix

Printing:  
 Print with natural objects – leaves, pine cones etc

3D Work:  
 Junk modelling

Cutting Skills:  
 Know how to use scissors to make snips in paper.  
 Know how to make different cuts in paper (new focus every week)

Making/Drawing:  
 Observational drawing – daffodils, real flowers

Colour:  
 Colours in nature  
 Primary colours and favourite colours related to bright colours used in Matisse’s paintings

Painting:  
 Mix paints to make new colours following instructions.

Printing:  
 Printing simple patterns  
 Recognise, observing and describing patterns in the environment

3D Work:  
 Know what transient art is.  
 Use recycled materials to make their own models: rockets

Cutting Skills:  
 To use scissors to cut shapes  
 To use scissors to create art in the style of Matisse

**He liked painting jungles but had never been**

Mark making – Painting observational drawings based on Henri Rousseau – paint outside in the garden area

Painting – Explore different shades of colour and how to make shades.  
 Use shades to make their own paintings

Printing – Symmetrical printing using butterflies as an inspiration

3D – Weaving – natural and manmade  
 Rolling paper into binoculars

**Whole school Arts week**

**Jackson Pollock is an American Artist**  
**He is an abstract artist and likes people talking about what they see in his art**  
**He is famous for using his ‘drip’ technique**

Mark Making/Drawing:  
 To produce more detailed work and say what they have included.

Colour:  
 To be able to choose a particular colour for a purpose

Painting:  
 Paint through inspiration, feeling, listening in response to music, observation and imagination

Printing:  
 To be able to create using their own ideas and selection of objects and explain the choices they made.

3D Work:  
 To be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.

Cutting Skills:  
 To use scissors for a particular purpose when combining different media and materials.

**Farnham Lions Art Competition**

**Explore, use, and refine a variety of artistic effects to express their ideas and feelings**  
**Explore and engage in music making and dance, performing solo or in groups.** Singing – well known nursery rhymes, familiar songs and chants.