ASHTON KEYNES
Church of England VC Primary School
SHINE BRIGHT ★ REACH FOR THE STARS

Progression of Skills & Curriculum Overview 2026-27

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Term and main theme	Term 1 - Marvellous Me! Autumn Treasures Inc (The Dot– whole school text)	Term 2 – Festivals of night and light	Term 3 - Winter Wonderland Once upon a time	Term 4 –Roaring into the Past…	Term 5 – Eggstraordinary Animals	Term 6 – I do like to be beside the seaside!
Shine experiences	Meet our Buddies Welcome Service Harvest Festival Autumn Sensory Walk Black History Month	Story time with PJs and Teddies *Nativity Performance* *Christmas Jumper/Dinner Day* *Pantomime visit* Pocket money stalls Interfaith Week	Ice Experiments Ice Mountain Wintery Walk Introduce Marvellous Me *Chinese New Year Banquet*	Holi colour splash Science week *World Book Day* *World Water day* *Science week*	Spring Walk Butterflies Farm visit Hatching our very own eggs Class Trip	Sports Week Pirate and Mermaid Day Summer walk AK's got talent Festival of Field work Class assembly
Core texts **Linked text** **Other texts**	My World Your World All are welcome We are together A handful of buttons Elmer Oi Dog Series Dear Earth Storm Leaf Man Percy the Park Keeper Pumpkin soup	The Night Box The Usbourne book of Night Time Whatever next Room on the Broom Christmas Books How to catch a star Aliens love underpants Bob the man on the moon Mr men Diwali The Christmas Promise The Little Reindeer	A Little bit of Winter One day on our blue planet - Antarctic The gingerbread man The enormous turnip The Elves and the shoemaker The Magic Porridge pot Jack Frost Stickman Lost and Found If you were a penguin	The Three Little Pigs Usbourne see inside castle book Mad About Dinosaurs! The Girl and the Dinosaur Tyrannosaurus Drip Dinosaurs love underpants	An Egg is quiet Pip and Egg The Ugly Duckling The Odd Egg What the Ladybird heard The Little Red Hen Farmer Duck Rosie's Walk Farmyard 123 The Giant jam sandwich Tadpole's Promise Yucky worms Snail and the Whale Norman the slug with the silly shell Dear Zoo The Very Hungry Caterpillar A butterfly is patient The Big Book of Bugs The Tiny Seed The Very Hungry Caterpillar	The snail and the whale Commotion in the ocean The pirates next door Julian is a Mermaid The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Pete The Pirate next door The Big Book of Blue *The Storm Whale*
Whole School Christian Value in focus.	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Communication and Language Communication and Language is developed throughout the year through high quality interactions, using **the Shrec approach,** daily group discussions, circle times, stories, singing, speech and language interventions, Star Words, Marvellous Me!	***Listening, Attention and Understanding*** Children will listen carefully to and talk about stories to build familiarity and understanding. ***Speaking*** Children will know and use new vocabulary linked to the core text and theme. Children will learn and use new vocabulary. Children will develop social phrases such as, good morning, how are you?	***Listening, Attention and Understanding*** Children will begin to retell stories. Children will engage in non fiction books about night time and Diwali developing their knowledge. ***Speaking*** Children will begin to ask questions to find out more. Children will learn rhymes poems and songs.	***Listening, Attention and Understanding*** Children will continue to ask questions to find out more. Children will develop a deep familiarity with new knowledge and vocab through listening to the non fiction text – one day on our blue planet. Children will retell a story and follow a story without pictures or props. **Speaking** Using the 'Talk for writing model' children will retell the story 'The Gingerbread Man 'using a mixture of exact repetition and their own words. Children will begin to talk in sentences using conjunctions, e.g. and, because. Children will describe events or objects using full sentences showing awareness of the listener through 'Marvellous Me'	***Listening, Attention and Understanding*** Children will listen to and talk about selected non – fiction text to develop a deep familiarity with new knowledge and vocabulary about castles and dinosaurs. ***Speaking*** Using the 'Talk for writing model' children will retell the story 'The Princess and the Pea' using a mixture of exact repetition and their own words. Children will engage in non-fiction books and use new vocabulary in different contexts using past and present tenses.	***Listening, Attention and Understanding*** Children will be able to understand a question such as who, what, where, when, why and how through exploring and observing life cycles in the natural world. ***Speaking*** Children will develop, use and know vocabulary linked to the themes. They will predict and offer explanations as to why things might happen linked to our themes about Life cycles. Using the 'Talk for writing model' children will retell the story 'The Little Red Hen using a mixture of exact repetition and their own words.	***Listening, Attention and Understanding*** Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children will ask questions using **who, what, where, when, why and how** when finding about different habitats and life under the sea. ***Speaking*** Children will develop, use and know vocabulary linked to the themes. Children will use talk in sentences using past and present tenses when learning about pirates. Hot seating characters from key texts. Retell will retell repetitive phrases and poetry.

	Listening, Attention and Understanding: 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 understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ***Speaking:*** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through: Spiritual Development, circle times, Class Worship, whole school worship, particularly time to shine, social stories, ELSA support, diversity stories, etc.	***Self-Regulation*** Children will see themselves as unique by sharing their hobbies and interests during discussions about the core text – All are welcome. Children will begin to recognise different emotions and engage in using the Colour Monster resources. Children will be involved in creating class expectations for learning. ***Managing Self*** Children will learn how to manage their own personal hygiene, using the toilet and washing their hands independently. ***Building Relationships*** Children will begin to form constructive, respectful friendships with their peers and adults.	***Self-Regulation*** Children will continue to talk about how they are feeling and begin to consider others feelings using the Colour Monster Resources Children will know how to make the right choice and the consequences of not doing so using class behaviour chart. ***Managing Self*** Children will know about the importance of a good sleep routine for their health. ***Building Relationships*** Children will know how to listen to others with respect and use kind words.	***Self-Regulation*** During Marvellous Me children will learn how to see themselves as valuable individuals. They will learn to listen to and value the ideas and opinions of others whilst waiting for their own turn. ***Managing Self*** Children will continue to develop independence by organising their belongings, reinforcing routines and independently dressing in winter clothing. ***Building Relationships*** Children will continue to know how to listen to others with respect and use kind words. (Modelled with puppets.) They will know how to work together with a partner or small group (esp during maths)	***Self-Regulation*** Children will discuss the importance of resilience and not giving up when discussing the story The Princess and the Frog and through well being lessons. ***Managing Self*** Children will continue to develop independence by organising their belongings and reinforcing routines. ***Building Relationships*** Children will know how to be a good friend including attributes such as listening, sharing and being positive.	***Self-Regulation*** Children will express their feelings and consider the feelings of others through nurturing and taking care of caterpillars and chicks. Children will understand the need for patience when learning about life cycles of chicks and butterflies. Children will be able to think about the perspective of others during visits from professionals and when taking care of hatching eggs. ***Managing Self*** Children will develop confidence in new situations eg handling chicks/butterflies and going on a trip to the farm. ***Building Relationships*** Children will show sensitivities to the needs of animals in their care.	***Self-Regulation*** Children will be able to follow instructions of three steps or more. Through the introduction of our class feelings barometer, children will practise recognising how they are feeling and naming emotions ***Managing Self*** Using sun hats, sun cream, use of shade in hot weather Show resilience during sports week – Children will understand the importance of healthy food choices. To solve minor disagreements independently. ***Building Relationships*** Children will have the confidence to communicate with adults around the school. Children will develop a relationship with Mrs Serle through transition sessions
	Jigsaw Being me in my world 'Who am I and how do I fit?'	***Jigsaw*** Celebrating difference Respect for similarity and difference. Anti-bullying and being unique	***Jigsaw*** Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	***Jigsaw*** Healthy me Being and keeping safe and healthy	***Jigsaw*** Relationships Building positive, healthy relationships	***Jigsaw*** Changing Me Coping positively with change
Safeguarding	Introduce the Pants Rule using Pantosaurus text **ESafety** Managing online information	Anti Bullying week (16/11/26) **Jigsaw Celebrating differences** Accepting differences and using kind words towards others. Knowing how to stand up for yourself. **ESafety** Online Bullying	Recap the Pants Rule using Pantosaurus text and introduce Pants Rule song. Safer internet day (09/02/26) **ESafety** Self image and identity, online reputation, privacy and security	***Jigsaw – Healthy Me*** How to stay heathy and keep myself and others safe **ESafety** Health, wellbeing and lifestyle	Recap the Pants Rule using Pants Rule song. ***Jigsaw - Bullying*** Show respect in how they treat others Know how to help themselves and others when they feel upset and hurt Try to solve friendship problems when they occur **ESafety** Online relationships	***Jigsaw – changing me*** Understand and respect the changes that they see in themselves and others **ESafety** Copyright and ownership
	Self-Regulation: 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. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. ***Managing Self:*** 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. ***Building Relationships:*** 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.					
Physical Development Children improve their gross and fine motor skills daily by engaging in different fingergym activities	***Gross Motor*** Children will learn to move safely in different ways through games and activities with a variety of equipment. ***Fine Motor*** Children will begin to use a tripod grip when using mark making tools. Children will be encouraged to use the correct posture for writing.	***Gross Motor*** Children will explore different ways to travel using equipment. ***Fine Motor*** Children will accurately draw lines, circles and shapes to draw pictures. Children will begin to use a tripod grip when using mark making tools. Children will be encouraged to use the correct posture for writing.	***Gross Motor*** Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. ***Fine Motor*** Children will use cutlery appropriately, including chopsticks!	***Gross Motor*** Children will continue to develop and refine their ball skills and know how to throw and catch different sized balls. ***Fine Motor*** Children will know how to correctly form lower case letters correctly using new handwriting scheme. – letter join	***Gross Motor*** Children will continue to develop their movement skills in PE with Mr Tanner. ***Fine Motor*** Children will know how to correctly form lower case letters correctly using new handwriting scheme. – letter join	***Gross Motor*** Children will develop their athletic skills in PE with Mr Tanner -running, throwing, jumping ***Fine Motor*** Children will know how to correctly form remaining letters and continue to practise those which need embedding.

and interventions (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Wonder wands, finger lights Regular use of the playground equipment PE with Mr Tanner – Real PE	Children will learn and practise how to form graphemes taught through ULS phonics. Children will know how to use a knife and fork when eating lunch.	Children will learn and practise how to form graphemes taught through ULS phonics.	Children will know how to hold and use scissor correctly. Children will be encouraged to use the correct posture for writing and progress from writing on white boards to writing in their phonics books . Children will learn and practise how to form graphemes taught through ULS phonics.		They will begin to show accuracy and care when creating observational drawings.	
Handwriting – Unlocking Letters and Sounds Scheme	Unit 1—Developing Gross and Fine Motor Skills Mastery (ongoing) Unit 2—Establishing the Correct Pencil Grip and Writing Position (ongoing)Unit 3—Pre-Writing Skills Mastery (lessons 1-4—1 focus lesson per week)	Unit 3 continued—Pre-Writing Skills Mastery (lessons 5 & 6—1 focus lesson per week)Unit 4—Lowercase Letter Formation (14 lessons—1 focus lesson per week)		Unit 5—Forming Letter Families (13 lessons—1 focus lesson per week)		Unit 6—Name Writing (ongoing)Unit 7—Number formation (6 lessons—1 focus lesson per week)
	Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ***Fine Motor:*** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Literacy Children will be taught daily phonics using unlocking letters and sounds. Opportunities for writing will be provided throughout continuous provision, Talk for writing principles introduced from Term 3.	***Comprehension*** Children will independently look at a book, hold it the correct way and turn pages. ***Word Reading*** Children will segment and blend sounds together to read words. ***Writing*** Children will give meanings to the marks they make.	***Comprehension*** Children will read and re-read core and linked texts to increase fluency, understanding and enjoyment. ***Word Reading*** Children will segment and blend sounds together to read words. begin to read captions and sentences. ***Writing*** Children will begin to form letters correctly including the letters in their name.	***Comprehension*** Children will read and re-read core and linked texts to increase fluency, understanding and enjoyment. ***Word Reading*** See Unlocking letters and sounds phase 3. ***Writing*** Children will spell and write simple words using known sound letter correspondences. Some children will progress to writing short sentences with an awareness of simple punctuation. Children will know and recount what they have written.	***Comprehension*** Children will retell the story the gingerbread man and the enormous turnip. They will use and understand specific vocabulary linked to castles and dinosaurs with and begin to use past and present tense. ***Word Reading*** See unlocking sounds phase 3 Mastery Children will continue to develop their fluency, prosody and understanding through weekly guided reading. ***Writing*** Children will write short sentences with known sound-letter correspondences and use simple punctuation during weekly writing tasks and during phonics sessions.	**Comprehension** Children will retell the story of The Little Red Hen. They will explain the narrative using their own words and adapt the story themselves. ***Word Reading*** See unlocking sounds phase 4 Children will continue to develop their fluency, prosody and understanding through weekly guided reading. ***Writing*** Children will write short sentences and captions using their phonic knowledge and spelling some known CEW during weekly writing tasks and phonics sessions.	**Comprehension** Children will retell the stories and rhymes using recently introduced vocabulary demonstrating their understanding through discussion and role play. ***Word Reading*** See unlocking sounds phase 4 Mastery Children will continue to develop their fluency, prosody and understanding through weekly guided reading. ***Writing*** Children will write simple phrases and sentences using correct formation that can be read by others.
Phonics **Unlocking letters and Sounds**	Phase 1 and 2	**Phase 2 and 3**	Phase 3 and 3 Mastery	Phase 3 Mastery	Phase 4	Phase 4 Mastery
	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ***Word Reading:*** 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. ***Writing:*** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					

Mathematics **Number and Numerical Patterns**  Mastering Number NCETM Numberblocks	***Mastering Number Set 1*** Subitise within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than	***Mastering Number Set 2*** Focus on counting skills Focus on the 'five-ness of 5' using one die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 200	***Mastering Number Set 3*** Subitise within 5 focusing on die patte Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	***Mastering Number Set 4*** Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	***Mastering Number Set 5*** Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games	***Mastering Number Set 6*** Subitise to 5 Introduce the rekenrek **Assess and Review**
	Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ***Numerical Patterns:*** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Understanding the World  ***Developed through themes/topics and forest school***	*Past and Present* ***History:*** Children will know about their own life story and how they have changed. *People, Culture and Communities* ***Black History Month*** Children will 1. Understand that a community is made up of people who live, learn and work together. 2. Identify people who help others in a community. 3. Talk about how someone helps or cares for other people. 4. Recognise that people from different backgrounds make important contributions to communities. 5. Begin to understand the idea of honouring someone by showing that we value what they do. ***Geography:*** Children will know about different types of weathers. Children will know where they live and recognise features of their own environment. *The Natural World* ***Science:*** Children will know how our bodies have changed since we were babies. Children will compare similarities and differences between themselves. *People, Culture and Communities* ***RE:*** ***Why am I special? What do people from different religions do to welcome babies.*** *Vocab – babies, special, unique, Baptism, Mundan*	*Past and Present* ***History:*** Children will learn about the story of Guy Fawkes. Children will learn about the significance of Remembrance Day. *People, Culture and Communities* ***Geography:*** Children will know that there are different countries in the world and that the green on the globe is and land and the blue is sea. *The Natural World* ***Science:*** Children will explore and ask questions about the natural world around them whilst exploring seasons. Children will know about the earth, the moon and the sun and the differences between day and night time. *People, Culture and Communities* ***RE:*** Incarnation Why do Christians perform nativity plays at Christmas? Children will find out about the Nativity story and how Christmas is celebrated within families. Recognise that people have different beliefs and celebrate special times in different ways (Diwali) ***Computing:*** Children will know how to draw and use the interactive white board and LED whiteboards.	*Past and Present* ***History:*** N/A *People, Culture and Communities* ***Geography:*** Children will identify typical weather in winter. Children will know where Antarctica is on the planet and compare it to where we live. *The Natural* World ***Science:*** Children will know that this time of year is Winter. They will know about hibernating animals. Children will explore the properties of ice – how it feels, how it changes, how it melts. Children will know about a different habitat – Antarctica and the animals that live there. *People, Culture and Communities* ***RE:*** Hinduism Children will learn how and why do many followers of Hindu Dharma celebrate Holi and Raksha Bandhan? ***Computing:*** Children will know how to draw and use the interactive white board and LED whiteboards and light box.	*Past and Present* ***History:*** Children will learn know what it was like to live in a castle and compare to modern day life . Children will learn about dinosaurs and their habitat. *People, Culture and Communities* ***Geography:*** Children will know about people who help us within the community. *The Natural World* ***Science:*** Children will know about the dinosaur habitat, what dinosaurs ate, and how they lived. Science Week: Exploring Jelly *People, Culture and Communities* ***RE:*** Children will recognise that people have different beliefs and celebrate special times in different ways when leaning about Holi festival of colour. Children will learn about Salvation *Why Christians put a cross in an Easter garden?* Mothering Sunday **Computing:** Children will know how to use a timer on the IWB . They will continue to use the LED whiteboards and light box.	*Past and Present* ***History:*** N/A *People, Culture and Communities* ***Geography:*** Children will know about different British habitats and visit a farm. *The Natural World* ***Science:*** Children will make observations about animals and their habitats discussing similarities and differences. They will find out about life cycle of an egg and a butterfly. Children will know that this time of year is Spring. Children will know the names of some Spring flowers – daffodil, daisy, primrose. Children will know about the life cycle of an egg and a caterpillar. *People, Culture and Communities* ***RE:*** Children will know how Hindu's celebrate Diwali and how Muslim's celebrate Eid – Ul – Fitr. (Eid) ***Computing:*** Children will observe and monitor the egg incubator ensuring temperature and moisture levels are kept constant. Children will use a digital microscope and cameras when investigating minibeasts.	*Past and Present* ***History:*** Children will know about the past through settings, characters and events when learning about Pirates *People, Culture and Communities* ***Geography:*** Children will know and identify simple features on a map eg land, sea, coastline, hills. Countries that make up the UK Difference between real and imaginary places eg x for treasure Names of seas. Make own maps *The Natural World* ***Science:*** Children will know some important processes and changes in the natural world. They will continue to explore contrasting environments using and building upon their own experiences. Learn about ocean animals They will learn why fish can breathe underwater and humans can't therefore understand that mermaids are imaginary. *: People, Culture and Communities* ***RE*** Creation Why is the word 'God' so important to Christians? Recognise that Christians believe God made our wonderful world and so we should look after it. ***Global Advocacy*** World Earth Day ***Computing:*** Children will know how to program a beebot.linked to Maths – visualise build and map

	Children will know why they are special and share this with others. They will know why there their name is special. Children will know how it feels to belong. They will know how babies are welcomed in Christian and Hindu families. ***Computing:*** Children will know how to draw and use the interactive white board and LED whiteboards.					
	Global advocacy How do we keep ourselves clean? Children will know the importance of hand washing.	***Global advocacy*** Children will know how to keep themselves safe – Online Bullying	***Global advocacy*** Children will learn about Chinese New Year	***Global advocacy*** World Water Day Children will learn about he festival of colour – Holi and Easter	***Global advocacy*** Children will nurture and care for chicks. World Earth Day	***Global advocacy*** Children will re-visit the Pants Rule
	Forest School Shelters and knots	***Forest School*** Campfire	***Forest School*** Exploring fauna	***Forest School*** Exploring flora	***Forest School*** Whittling	***Forest School*** Team building
						Sustainability Why do we need bees in the world. How can we help the bees?
	Past and Present: 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. ***People, Culture and Communities:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ***The Natural World:*** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Expressive Arts and Design 	*Being Imaginative* ***Music:*** Children will sing and perform nursery rhymes. *See Charanga Progression of Skills document.* *Creating with Materials* ***Art & Design:*** Children will know how to draw a self portrait. Children will know how to use simple tools – pencils, paintbrushes, scissors, glue sticks, pens, chalks, playdough tools.	*Being Imaginative* ***Music:*** Children will sing and perform songs. Children will experiment with different instruments and their sounds. *See Charanga Progression of Skills document.* *Creating with Materials* ***Art & Design:*** Children will experiment mixing with colours and textures.	*Being Imaginative* ***Music:*** Children will sing and perform songs They will listen and respond to different styles of music. Children will begin will improvise upon and play instruments. *See Charanga Progression of Skills document.* *Creating with Materials* ***Art & Design:*** Children will safely explore different techniques for joining materials with care and precision.	*Being Imaginative* ***Music:*** Children will sing and perform songs They will listen and respond to different styles of music. Children will improvise upon and play instruments including glocks. *See Charanga Progression of Skills document* *Creating with Materials* ***Art & Design:*** Children will join sticks to create a 2d castle. Children will learn about the properties of colour when learning about the festival Holi.. Children will know how to print into clay. Children will have opportunities to make observational drawings of Spring flowers for Mother's day cards.	*Being Imaginative* ***Music:*** Children will learn the song – Big Bear Funk and other nursery and action rhymes. *See Charanga Progression of Skills document.* ***Art & Design:*** *Creating with Materials* Children will continue to build upon their observational drawing skills by drawing chicks, caterpillars and butterflies. Children will develop their clay skills by creating produce to sell in our Farm Shop. Children will create their own representations of life cycles. Children will use a range of tools and techniques to create farm animals	*Being Imaginative* ***Music:*** Children will invent their own narratives, stories and poems. *See Charanga Progression of Skills document.* ***Art & Design:*** *Creating with Materials* children will create representations off sea creatures using a range of tools and techniques **Design and technology** Children will explore methods of joining materials Children will explore materials to create boats that float. Children will use a range of tools and techniques to create pirate and mermaid items.
	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:*** 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.					