**Mtp –Spring 1- FS2**

**The Implementation activity ideas written below are in different colours to link with KS1 subject areas:**

**SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE**

**Focus author for the Spring Term (reading)– Jill Murphy**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Topic** | **COEL- Intent is continuous all term** | **COMMUNICATION AND LANGUAGE**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)**  New beginnings | **PHYSICAL**  **(Gross motor & Fine motor)** | **LITERACY**  **(Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab** |
| **WK-1**  **WB 08.01.23** | **Traditional Tales - Goldilocks and the 3 bears**  **Key reading – ‘Whatever Next’** | **Same as week 1** | **I can listen attentively and comment.**  **I can share my own ideas with a small group/ teacher.**  **I can begin to answer ‘how’ and ‘why’ questions about stories I have listened to.** | **I can play and work interactively and cooperatively with my peers.**  **I approach challenges with confidence and independence.**  **I can appreciate that others may have a different viewpoint to me.**  **I can value the opinions of others.** | **I can confidently take my own shoes, socks, jumpers/cardigans off and put them back on independently.**  **I can confidently cut shapes and patterns with a dominant hand using scissors I have selected myself.**  **I can confidently control a pencil, using the correct grip and good pressure for my writing and drawings.**  **I can draw pictures using appropriate shapes and can add a basic level of detail.**  **I can move my body confidently in different ways/shapes/directions and speeds with good coordination and control for most of the time.** | **I can recognise Level 1+ graphemes and say their corresponding phonemes.**  **I can recognise some of the Level 2 graphemes and say their corresponding phonemes.**  **I can recognise the level 1+ helpful words and some from level 2.**  **I have an awareness of the key features of a sentence.**  **I show an understanding of what I have read in a book by answering questions or making appropriate comments.** | **I can recognise numbers to 20.**  **I can order numbers to 20.**  **I can join in with familiar number songs and rhymes.**  **I can count up to 10 (and beyond) objects accurately.**  **I can measure an object using non standard units.**  **I can order objects from the shortest to the tallest.**  **I can recognise and name 3D shapes.**  **I can use the relevant vocabulary when talking about 3D shapes.** | **I can talk about similarities and differences between things in the past and now.**  **I can show a developing understanding of changes of time.**  **I am beginning to show more awareness in the important changes in the natural world.**  **I can show an awareness of some similarities and differences between life in this country and life in other countries.** | **I can combine multiple skills to create 1 piece of art e.g. using colouring, collaging and painting.**  **I can participate in music making activities and dance independently and with my class friends.**  **I can combine different materials and media to create different effects and textures.**  **I show the ability to revisit previous learning and build upon my knowledge and understanding, for example using a braddle safely for multiple purposes in different contexts.** | **Question**  **Similarities and differences**  **Country**  **Changes**  **Observation**  **Compare**  **Past** |
|  | Can you re-tell the story of Goldilocks and the Three Bears? Use props to help. Discuss new vocabulary and their meaning.  Describe one of the characters from the story and the children have to guess who you are describing (introduce new adjectives).  Use talk to solve problems for the bears – eg Where will baby bear sit now?  Share non-fiction books about bears.  Make goldilocks/bear stick puppets and retell the story with their friends. | Shows an awareness that others may have a different viewpoint.  Plays and works interactively and cooperatively with others.  Shows confidence and independence when approaching challenges. | Draw a picture of Golidlocks, considering shape, size and space on the paper to fill the area.  Handwriting in books – graphemes from phonics this week.  Take shoes, socks and jumper/cardigan on/off independently with no support.  PE – Twinkl plan 1 – Gym in the jungle | Goldilocks speech bubbles – writing simple phrases, recapping key features of a sentence.  Use the Level 1+ graphemes to spell words.  Floppys phonics Level 2 - /J/ /V/ | Singing number songs and rhymes – When Goldilocks Went to The House of The Bears.  Ordering numbers 0-20, missing number activities, IWB Games.  Counting collections, matching objects to numbers.  Ordering objects of the three bears from the smallest to the biggest and the shortest to the tallest.  Measuring with a variety of resources, eg cubes.  Comparing teddies and using the vocabulary Big/Bigger/Biggest, Small/Smaller/Smallest,  Tall/Taller/Tallest,  Short/Shorter/Shortest.  Recognising 3D shapes and their properties.-  Recognising shapes in the environment. | Show an awareness of how toys have changed over time (bears) and make observations of the physical appearance of toys. Develop an understanding of changes over time.  Forest School – exploring the natural world – What grows in nature in this season?  Where is the 3 Bears cottage? Do you live in the woods? How is it the same/different?  Have you ever eaten porridge for breakfast? Do you think children in every country eats porridge for breakfast? Discuss that depending on what country a child lives in they may eat different food to other children. Look at this to inspire discussion:  [Food from around the World Cards](https://www.twinkl.co.uk/resource/t-t-18833-food-from-around-the-world-cards). | Skill focus:  Paper plate bear mask – combination of skills needed: cutting ears and nose, PVA glue application for googly eyes, painting with sponges for fur texture.  Learn the Goldilocks song and perform in front of a group/audience. Add expression to performance.  Charanga- Term 3 – music lesson 1 |  |
| **WK-2-**  **WB 15.01.24** | **The 3 Little Pigs**  **Key reading – ‘On the way home’** | **Same as week 1** | **I can begin to ask questions to find out more**  **I can offer my own ideas and talk about why things might happen.** | **I can play and work interactively and cooperatively with my peers.**  **I can work on challenges with confidence and independence.**  **I can persevere to complete activities independently.**  **I show an understanding of different emotions and can recognise how these look.** | **I can confidently take my own shoes, socks, jumpers/cardigans off and put them back on independently.**  **I can move my body confidently in different ways/shapes/directions and speeds with good coordination and control for most of the time.**  **I can confidently climb up and down the climbing frame/ A frame/pole.**  **I can jump using 2 feet and land on 2 feet in a controlled manner from the floor or from a bench.**  **I can make confident attempts at using new tools whilst applying my knowledge of pinchy parrot fingers.** | **I can orally blend sounds together to read a word.**  **I can form most of my letters (from Level 1+) correctly with the correct pencil grip and pressure.**  **I can use my knowledge of phonics in my writing in other subject areas.**  **I have an awareness of the key features of a sentence.**  **I show an understanding of what I have read in a book by answering questions or making appropriate comments.** | **I can confidently recognise numbers 11 to 20.**  **I can say what is 1 more or 1 less than a given number up to 20.**  **I can use a ruler correctly to measure.**  **I can understand the vocabulary used in measurement and size.**  **I can use the vocabulary used in measurement and size.** | **I can talk about the key features of Chinese New Year and begin to compare some of the traditions to our Christmas and New Year celebrations.**  **I can talk about some similarities and differences between life in this country and life in other countries.**  **I can show an understanding that people are different and need different things depending on where they live.** | **I can participate in music making activities and dance independently and with my class friends.**  **I show the ability to move to music, with consideration to beats and pace.**  **I am able to express feelings and opinions about music, dance and songs.**  **I show the ability to revisit previous learning and build upon my knowledge and understanding, for example using a braddle safely for multiple purposes in different contexts.** | **Lunar new year**  **Colour mixing**  **Ruler - centimetres**  **Challenge**  **A-Frame**  **Safety**  **Beats/pace** |
|  | Read different versions of the story – how are they the same/ different? Do all the versions have the same events/characters?  Small world version of the story to retell it to their friends. | Plays and works interactively and cooperatively with others.  Show independence and confidence when approaching challenges and persevere to complete them – praise and reward when challenges are completed independently.  Develop an understanding of how emotions may look and feel. | Weaving – Pinchy parrot fingers, control moving paper in and out (making 3 little pigs’ roof for house).  Handwriting in books – graphemes from phonics this week.  PE – Twinkl plan 2 – Gym in the jungle | Introduce adjectives and how they are used to describe what something looks and feels like. -Label shoe design using adjectives to describe each component.  Floppys phonics Level 2 - /W/ | Be able to complete a measuring task with bricks.  Develop an awareness of how to correctly use a ruler, introduce centimetres/metres.  Understanding and using measuring vocabulary – big, bigger, biggest, small, smaller, smallest, etc.  Continue to learn about teen numbers.  Develop confidence in saying 1 more/less than a given number. | Forest School – Exploring the natural world, building animal homes out of natural materials what would make a strong house like the 3 little pigs?  Understand that animals need a home too.  Show the children pictures of houses being built. Who are these people that build the houses? Have a go at building our own walls.  Look at photographs of houses around the world and discuss how they are similar to our houses and how they are different. | Skill focus:  Colour mixing – making pink for the 3 little pigs and brown for mud, purple for clothes.  Paper chains –develop understanding of linking together.  Charanga- Term 3 – music lesson 2 |  |
| **WK-3-**  **WB 22.01.24** | **Elves and the Shoemaker**  **Key reading – ‘5 Minutes Peace’** | **Same as week 1** | **I can retell a familiar story – some parts in my own words, some parts using exact phrases from the story.**  **I can use new vocabulary.**  **I can express my ideas in full sentences and, with support, try and use the correct tenses.** | **I can work on challenges with confidence and independence.**  **I can persevere to complete activities independently.**  **I show an understanding of different emotions and can recognise how these look.**  **I can talk about different emotions and what experiences may cause these.** | **I can confidently take my own shoes, socks, jumpers/cardigans off and put them back on independently.**  **I can confidently cut shapes and patterns with a dominant hand using scissors I have selected myself.**  **I can confidently control a pencil, using the correct grip and good pressure for my writing and drawings.**  **I can make confident attempts at using new tools whilst applying my knowledge of pinchy parrot fingers.**  **I can move my body confidently in different ways/shapes/directions and speeds with good coordination and control for most of the time.**  **I can confidently climb up and down the climbing frame/ A frame/pole.**  **I can jump using 2 feet and land on 2 feet in a controlled manner from the floor or from a bench.** | **I can orally blend sounds together to read a word.**  **I can sometimes blend sounds to read words in my head.**  **I show an understanding of what I have read in a book by answering questions or making appropriate comments.**  **I can form most of my letters (from Level 1+) correctly with the correct pencil grip and pressure.** | **I show an understanding of capacity and the appropriate vocabulary – I can fill containers to a certain level.**  **I can use the appropriate vocabulary when talking about capacity.**  **I can order three containers according to their capacity.** | **I can explore the natural world around me.**  **I can understand that animals need a home too.**  **I can talk about some similarities and differences between life in this country and life in other countries.** | **I can combine different materials and media to create different effects and textures.**  **I show the ability to revisit previous learning and build upon my knowledge and understanding, for example using a braddle safely for multiple purposes in different contexts.**  **I can combine multiple skills to create 1 piece of art e.g. using colouring, collaging and painting.**  **I can participate in music making activities and dance independently and with my class friends.**  **I can use familiar stories/films/games to create my own narratives.** | **Design**  **Weaving**  **Natural world**  **Capacity – full, empty, half full, half empty**  **Emotions**  **Digraphs/ Trigraphs** |
|  | Look at pictures of the wolf. Can you think of words to describe him? Model putting the words in a sentence.  Draw a story map retelling the 3 little pigs. Can the children re-tell the story using the map?  Encourage children to use the correct vocabulary in the construction area when they build their house.  Look at a variety of shoes and talk about the different parts of the shoes: tongue, soles, laces, buckles etc. | Show independence and confidence when approaching challenges and persevere to complete them – praise and reward when challenges are completed independently.  Begin to identify and talk about how you look and feel when you are feeling a particular way and what may makes you feel this way, for example, Mummy telling you can’t go to the park may make you feel angry, your toy getting broken may make you feel sad – go and stand in a hoop to match experience to emotion. | Tearing tape recap and snipping through Sellotape.  Handwriting in books – graphemes from phonics this week.  PE – Twinkl plan 3– Gym in the jungle | Sequence pictures from a familiar story into the right order – develop comprehension and be able to talk about the different parts of the story.  Floppys phonics Level 2 - /X/ /Y/ | Capacity – Learning and using the vocabulary full, empty, half full, nearly full, nearly empty, most/ least.  Filling containers with sand, water, pasta, etc.  Talking about fair measuring.  Measuring and ordering the capacity of containers form the smallest to biggest or least to most capacity.  Making predictions about containers and their capacity. | Think about the different types of shoes worn around the world. Do we all wear the same shoes? Why?  Which shoes are most suitable for hot weather/cold weather? Why? Explore different kinds of shoes. | Skill focus:  Plan and design a pair of shoes/slippers.  -Crayons/felt tips/pastels for designing on paper. -Purposefully use a range of textures e.g. glitter, tissue paper, pom poms, bells etc to decorate slippers.  Oral storytelling – using puppets/stick puppets to retell the story. Begin using expression and different voices  Charanga- Term 3 – music lesson 3 |  |
| **WK-4**  **WB 05.02.24** | **3 Billy goats gruff**  **Key reading – ‘Just one of those days’** | **Same as week 1** | **I can retell a familiar story – some parts in my own words, some parts using exact phrases from the story.**  **I can ask questions to find out more.**  **I can use talk to organise and sequence my ideas/feelings.** | **I can show the ability to consider the needs of others.**  **I can talk about different emotions and what experiences may cause these.**  **I know how to help myself when I feel a certain emotion.** | **I can move my body confidently in different ways/shapes/directions and speeds with good coordination and control for most of the time.**  **I can confidently climb up and down the climbing frame/ A frame/pole.**    **I can jump using 2 feet and land on 2 feet in a controlled manner from the floor or from a bench.**  **I can confidently take my own shoes, socks, jumpers/cardigans off and put them back on independently.**  **I can use a fork and spoon to feed myself and attempt to use a knife for cutting my food.** | **I can recognise the level 1+ helpful words and some from level 2.**  **I can orally blend sounds together to read a word.**  **I can sometimes blend sounds to read words in my head.**  **I can form most of my letters (from Level 1+) correctly with the correct pencil grip and pressure.**  **I can use my knowledge of phonics in my writing in other subject areas.**  **I have an awareness of the key features of a sentence.** | **I show an understanding of weight and the appropriate vocabulary.**  **I can use the appropriate vocabulary when talking about weight.**  **I can use the weighing scales and talk about what they are showing.**  **I can order three containers according to their weight.**  **I can use a Ten Frame to represent a number bond of ten.**  **I can talk about the number bonds of ten.**  **I can use the Ten Frame to work out a subtraction calculation.** | **I can explore the natural world.**  **I can understand what plants needs to grow.** | **I can explore and use a range of techniques to express my ideas and feelings.**  **I can combine different materials and media to create different effects and textures.**  **I can use familiar stories/films/games to create my own narratives.** | **Sequence**  **Subtraction**  **Obstacle**  **Seed, compost**  **Scrunch, fold, shape** |
|  | Discuss the story, what will happen next, why.  Make puppets and re-tell the story using phrases from the book. | Show an understanding of what they can do to help themselves when they are feeling angry, sad, etc. | Stage obstacle course outside – balance and coordination. Moving confidently over the apparatus including up and over the metal A frames and down the pole.  Assess children at lunch time with their control of cutlery.  Wooden stage in the classroom – children to help build and adapt and climb onto bridge.  Handwriting in books – graphemes from phonics this week.  PE – Twinkl plan 4 – Gym in the jungle | Create a wanted poster for the troll – recap adjectives and descriptive language. Be able to write a simple sentence to describe the evil troll – apply Level 1+ and some of the Level 2 graphemes.  Floppys phonics Level 2 - /Z/ /ZZ/ | To be able to use key language to describe weight and to understand how to use scales.  Using the Ten frame to introduce number bonds of 10.  Introduce subtraction using the Ten Frame | Plant grass seeds in seed trays and keep them under different conditions (light, dark, without water etc.).  Discuss which grass the Billy Goats Gruff would prefer and why.  Forest School – Can you make a bridge over the water and get across it? Can you use sticks? Stepping stones? | Skill focus:  Experiment with paper to create bridges – investigate ways to shape, cut, scrunch, fold paper to make it strong for a bridge.  Role play – using large wooden blocks – children to become a character from the story and say the repeated phrases and key language from the story book.  Charanga- Term 3 – music lesson 4 |  |
| **WK-5**  **WB 12.02.24** | **Jack and the Beanstalk**  **Chinese New Year – 10th Feb**  **Key reeading – ‘Peace at last’** | **Same as week 1** | **I can begin to use why and how questions.**  **I can learn new vocabulary.**  **I can show the ability to connect one idea to another.** | **I can show the ability to think about the perspectives of others.**  **I can follow a two part instruction.**  **I can follow a more complex instruction.** | **I can draw pictures using appropriate shapes and can add a basic level of detail.**  **I can use a fork and spoon to feed myself and attempt to use a knife for cutting my food.**  **I can make confident attempts at using new tools whilst applying my knowledge of pinchy parrot fingers.**  **I can move my body confidently in different ways/shapes/directions and speeds with good coordination and control for most of the time.**  **I can confidently climb up and down the climbing frame/ A frame/pole.**  **I can jump using 2 feet and land on 2 feet in a controlled manner from the floor or from a bench.** | **I can sometimes blend sounds to read words in my head.**  **I can form most of my letters (from Level 1+) correctly with the correct pencil grip and pressure.**  **I can use my knowledge of phonics in my writing in other subject areas.**  **I have an awareness of the key features of a sentence.**  **I show an understanding of what I have read in a book by answering questions or making appropriate comments.**  **I can recognise some of the Level 2 graphemes and say their corresponding phonemes.** | **I can use a ruler to measure an object.**  **I can use a Ten Frame to work out a subtraction calculation.**  **I can sequence familiar events.**  **I can compare two sets and say which has the most and which has the least.**  **I can use my fingers to make numbers in different ways.** | **I can explore the natural world.**  **I can develop my understanding of what happens to a seed and what it needs to grow.** | **I can combine different materials and media to create different effects and textures.**  **I show the ability to revisit previous learning and build upon my knowledge and understanding, for example using a braddle safely for multiple purposes in different contexts.**  **I can combine multiple skills to create 1 piece of art e.g. using colouring, collaging and painting.**  **I can participate in music making activities and dance independently and with my class friends.**  **I am able to express feelings and opinions about music, dance and songs.** | **Mindfulness**  **Subtraction**  **Most and least**  **More and Fewer**  **Bean stalk observation – growing**  **Instructions**  **Why and how** |
|  | Explain to a group of children that you’re going to pretend to escape from the giant’s castle. Encourage children to listen carefully and follow the instructions. For example, can they tiptoe across the floor then gently open the door?  Create a giant beanstalk and write new vocabulary on large leaves. | Discuss stories and different viewpoints, eg, Jack’s Mum being angry when he swapped the cow for magic beans.  Able to follow a two part and more complex instructions – Instructions given at tasks, transition times, etc. | Planting a bean – digging and filling a pot- sprinkling in beans/ seeds.  Handwriting in books – graphemes from phonics this week.  PE – Twinkl plan 5 – Gym in the jungle  Use a thin paintbrush with good control to write Chinese numbers.  Have a go at using chopsticks – coordinating fingers into a correct hold position.  Chinese new year dragon dance – coordinating space and speed of movements and move to the beat of a song or instrument. | Non fiction text – develop understanding that we can gather information from books and the internet. Retrieve information from a book e.g. what plants need to grow to be able to make a poster of how to take care of a bean plant.  Floppys phonics Level 2 - /QU/ /CH/ | To practice skill of using a ruler to measure.  To use a Ten Frame for subtraction.  I can sequence events morning, noon and night.  Comparing sets of objects – more/fewer.  Making numbers using fingers, eg, 6=5+1 | Plant and care for beans as an ongoing activity. Document the changes. Take photographs or draw pictures to show their observations.  During Forest School see if you can find a beanstalk. Why is a tall tree not a beanstalk?  Discuss key features of Chinese New Year and be able to compare some of the traditions to our Christmas and New Year celebrations. Dragon dances/animal race. | Skill focus:  Mindfulness colouring – staying in the lines, filling a space, using a variety of colours.  Collaging – recap how to fill in the full template, tessellation of paper shapes.  Charanga- Term 3 – music lesson 5  Perform a dance to Chinese New Year Music – think about space, movement and speed. |  |
| **End of Spring 1** | **Bench markers** | **I can guide my own thinking and actions by talking during play.**  **I can make independent choices with my learning and have a go.**  **I can do things independently that have been previously taught to me.**  **I can use a range of strategies to reach a goal that I have set myself.**  **I can solve problems.**  **I can make up my own ideas.** | **I can show an understanding of how and why questions.**  **I can talk about my experiences including use of past and present tenses.**  **I can listen attentively and comment.**  **I can share my own ideas with a small group/ teacher.**  **I can begin to ask questions to find out more**  **I can offer my own ideas and talk about why things might happen.**  **I can retell a familiar story – some parts in my own words, some parts using exact phrases from the story.**  **I can learn and use new vocabulary.**  **I can express my ideas in full sentences and, with support, try and use the correct tenses.**  **I can use talk to organise and sequence my ideas/feelings.**  **I can begin to use why and how questions.**  **I can show the ability to connect one idea to another.** | **I can recognise and talk about emotions and how you look and feel for a particular emotion.**  **I can talk about situations that may make you feel a particular way, for example, being given a present may make you feel excited.**  **I know how to help myself when I am feeling a particular way, eg, sad or angry.**  **I am able to follow a two part instruction.**  **I show independence and confidence when approaching challenges.**  **I persevere to complete challenges.**  **I show an understanding of boundaries and behavioural expectations.**  **I play interactively and co-operatively with others.**  **I show an awareness of the needs of others.**  **I show an awareness that others may have a different view point.** | **I can confidently take my own shoes, socks, jumpers/cardigans off and put them back on independently.**  **I can confidently cut shapes and patterns with a dominant hand using scissors I have selected myself.**  **I can confidently control a pencil, using the correct grip and good pressure for my writing and drawings.**  **I can draw pictures using appropriate shapes and can add a basic level of detail.**  **I can use a fork and spoon to feed myself and attempt to use a knife for cutting my food.**  **I can make confident attempts at using new tools whilst applying my knowledge of pinchy parrot fingers.**  **I can move my body confidently in different ways/shapes/directions and speeds with good coordination and control for most of the time.**  **I can confidently climb up and down the climbing frame/ A frame/pole.**  **I can jump using 2 feet and land on 2 feet in a controlled manner from the floor or from a bench.** | **I can recognise Level 1+ graphemes and say their corresponding phonemes.**  **I can recognise some of the Level 2 graphemes and say their corresponding phonemes.**  **I can recognise the level 1+ helpful words and some from level 2.**  **I can orally blend sounds together to read a word.**  **I can sometimes blend sounds to read words in my head.**  **I can form most of my letters (from Level 1+) correctly with the correct pencil grip and pressure.**  **I can use my knowledge of phonics in my writing in other subject areas.**  **I have an awareness of the key features of a sentence.**  **I show an understanding of what I have read in a book by answering questions or making appropriate comments.** | **I know some familiar number rhymes.**  **I can say, recognise and order numbers in order to 20.**  **I can count accurately using 1:1 correspondence up to 10 and beyond.**  **I can name 2D/3D shapes and describe their properties. I can identify shapes within the environment.**  **I can use my knowledge of numbers to say which is bigger and smaller – I can confidently say 1 more and 1 less than a given number.**  **I show an understanding of addition and subtraction.**  **I show an understanding of the number bonds of 5.**  **I can order objects by their size and weight.**  **I can recognise some different coins and can count out an amount in 1ps.**  **I can sequence events from Morning, Afternoon and Evening.**  **I can talk about the capacity of a container.** | **I can show an awareness of the similarities and differences between family traditions.**  **I can recognise changes to nature in the winter season.**  **I can talk about similarities and differences between things in the past and now.**  **I can show a developing understanding of changes of time.**  **I am beginning to show more awareness in the important changes in the natural world.**  **I can show an awareness of some similarities and differences between life in this country and life in other countries.**  **I can talk about the key features of Chinese New Year and begin to compare some of the traditions to our Christmas and New Year celebrations.**  **I can show an understanding that people are different and need different things depending on where they live.**  **I can explore the natural world around me.**  **I can understand that animals need a home too.**  **I can explore the natural world around me.**  **I can understand what plants needs to grow.**  **I can develop my understanding of what happens to a seed and what it needs to grow.** | **I can explore and use a range of techniques to express my ideas and feelings.**  **I can combine different materials and media to create different effects and textures.**  **I show the ability to revisit previous learning and build upon my knowledge and understanding, for example using a braddle safely for multiple purposes in different contexts.**  **I can combine multiple skills to create 1 piece of art e.g. using colouring, collaging and painting.**  **I can participate in music making activities and dance independently and with my class friends.**  **I show the ability to move to music, with consideration to beats and pace.**  **I am able to express feelings and opinions about music, dance and songs.**  **I can use familiar stories/films/games to create my own narratives.** | **Tier 2:**  **2D shape names**  **Seasons**  **Questions**  **Similarities and differences**  **Observation**  **Compare**  **Colour mixing**  **Ruler/ centimetres**  **Challenge**  **Tier 3:**  **Lunar new year**  **Template**  **Countries** |