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| **Reception** | | | | | |
| The Early Years curriculum at Keyworth Primary School is designed to provide a broad and balanced education that meets the needs of all pupils within our care. Through the seven areas of learning, we provide topics that excite and engage children, building on their own interests and developing their experiences of the world around them. We recognise that children come into our setting with different experiences from others in their learning and play.  It is the role of our setting to help children experience the awe and wonder of the world in which they live. All staff work hard to ensure that the learning opportunities provided widen children’s knowledge and understanding of the world, setting ambitious expectations for all children. | | | | | |
| My story our world | Space | Under the sea | Story Telling | Growing | Dinosaurs |
| **In the topic ‘My story, our world’, w**e will be looking at our similarities and differences and sharing our experiences within our families. Alongside this we will explore how humans change over time and discussing our similarities and differences from birth to now and how we have changed from the past. We will look at pictures to help us make comparisons between past and present. We will discuss the roles people play in our community and how they help us. We have a culture and community day where we will invite parents and carers into school to join us in looking at different celebrations and how these might be celebrated and also looking at the places our families are from and how this might similar or different to someone else. We finish our topic by going on a local visit to the library where we will create a map of our journey through the local area, explore books and have a story read to us by a librarian at the library. | We will look at the solar system and talk about what we see and might find in space. Over the term we will be doing a study on different **planets** and discussing the sun and the moon phases. We will be looking at the differences between our ‘day sky’ and our ‘night sky,’ and discussing the differences between the seasons. We will learn why the nights have started to get darker and why the weather is turning colder. We will finish the topic talking about Earth and why we think it might be the only planet at the moment with life on it. We will think about why we need water and plants to survive and we will then discuss why this then means that we could not live on any of the other planets. | During our topic ‘Under the Sea.’, we will look at different aspects of our oceans including sea life- their features, what they eat, their habitats and how they protect themselves. We will also be looking at healthy and unhealthy environments and how we can better look after these. We will look at this through the story of ‘Somebody swallowed Stanley’ which highlights the issues around rubbish in our oceans. The children will then be encouraged to design and make their own rubbish collectors that can be used in the sea. We will look in detail at the book ‘The Snail and the Whale’ by Julia Donaldson, we will use this book to compare and contrast different places around the world, to look at and find out about how far they are away from where we live and to describe different environments using geographical language such as mountains, cliffs, volcanoes etc... | Our topic on ‘Story telling’ is all about looking at different stories, thinking about the pictures, rhymes and repetitions as well as the actual story. We will look at many traditional tales as well as some modern twists on these such as “We’re going on a lion hunt”. We will also spend time looking at stories which the children have chosen, encouraging them to think about why they like these stories and providing them with opportunities for them to retell/ act out their favourite stories in their own words. Through the book ‘We’re going on a lion hunt’ children will work together with the class teacher to locate the continent Africa on the world map and will then use their knowledge of the book to compare and contrast the places visited in the story to the UK. | In this topic we will be looking at plants and the lifecycles of different animals. We will also become keen gardeners, planting seeds and taking care of them in order to know what living things need to survive in the environment. We will watch closely how our school strawberry plants change over time and will describe the changes that we see. We will also get the opportunity to observe the life cycle of a chick as the class will receive a special delivery of some eggs into the classroom. We will see them hatch and then we will watch the chicks grow and develop. This is always a very exciting time in reception as we get to see lots of things change and grow! During this topic we revisit themselves and start to think about how they have changed since they were a baby and what new things they have learnt how to do now they are in reception. They will also think about what children need to grow and develop into healthy children and adults. They will learn about the five things everybody needs to keep their bodies and minds healthy.. To finish off the topic on growing the children get the opportunity to visit a farm in Surrey and see some baby animals and learn about what these animals need to grow and develop. | Over this term we will look at what scientists have discovered about dinosaurs. We will look at dinosaurs and how the dinosaurs might have died and become extinct. We will learn new words such as defence, protect, scales/ plates and find out what these words mean. We will also become explorers finding out what fact’s scientist have unearthed from looking at their skeletons. In particular they will learn about the discoveries made my Mary Anning and will look at photos and artefacts of the things she found and discovered about dinosaurs. We will use various sources such as books, search engines, QR codes, photos and artefacts to find out answers to our questions and gain more factual information about them. We will learn how to use the internet safely when using a search engine on the iPad and will know what to do if we come across a problem. |
| Wider curriculum experiences and parental involvement | | | | | |
| Culture and diversity celebration day  Phonics Workshop  **Library trip** | Winter performance  Maths Workshop  Space tent | Reading Workshop celebration  Trip to the sea life centre  Class assembly | EY Workshop speaking/vocabulary  Parents to support baking  Trip to the theatre and or workshop | Planting with parents  Writing workshop  Trip to Bocketts farm | Graduation/Transition  Trip to Horniman Musuem |

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| Communication and Language | | | | | | | | | | |
| Educational Program | | | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | | | |
| Speaking | | | | | | | | | | |
| ELG | | | Children at the expected level will: 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, nonfiction, 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | Begins to use key vocabulary linked to activities, and ensure that all practitioners make opportunities to use the words in a range of contexts such as songs, stories, games, activities and natural conversations.  Introduce talk partners  Sings to an audience | | | Can use key vocabulary linked to activities, and ensure that all practitioners make opportunities to use the words in a range of  contexts such as songs, stories, games, activities and natural conversations.  Plan collaborative activities. Help children to think and talk about how they will begin, what parts each will play and what materials they will need. Review activities with children and encourage them to think about and discuss the strategies  they used.  Performs to an audience | | | Confidently use key vocabulary linked to activities, and ensure that all practitioners make opportunities to use the words in a range of  contexts such as songs, stories, games, activities and natural conversations.  Perform a poem- Michael Rosen Poems for the Very Young  Performs confidently to an audience | |
| Understanding and Listening | | | | | | | | | | |
| ELG | | Understanding and listening | Children at the expected level of development will: 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | **Listening and attention**  • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span  **Understanding**  • Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | Listening | Teach golden sitting expectations  Introduce talk partners  Explore instruments and the noises they make  Listen to music and see how a piece of music makes you feel- Southwark music  Listen to a piece of music and share whether they enjoyed the piece - Southwark music  Children to differentiate between percussion instruments by sound alone - Southwark music  Children to move bodies to two pitches (high C, low C) - Southwark music  Starting and stopping to a piece of music - Southwark music  Children to sing on two notes/pitches - Southwark music | | | Listening to different types of music- Snail and whale  Create a soundtrack for snail and the whale  Create a soundscape for going on a lion hunt  Listen and how a piece of music makes them feel- Southwark music  Children to play an instrument musically to express their feelings and ideas- Southwark music  Identify louder and quieter parts of a piece of music - Southwark music  Children to move bodies to three pitches (high C, low C, G) - Southwark music  Children to sing on three notes/pitches- Southwark music | | | Talk partners- sharing partners ideas  Listen to music and decide how a piece of music you feel  Immersed in music e.g. creating art work whilst listening to a song i.e angry music ripping paper and creating a picture paining to the piece.  Listen, move and share how a piece of music makes them feel. - Southwark Music  Children to create their own gestures/actions to a piece of music. - Southwark Music  Chidren to be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively- Southwark Music  Identify faster and slower parts of a piece of music - Southwark Music  Recognise the rhythm of a song and play it back - Southwark Music  Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively - Southwark Music  Children will sing to the same song in small groups rhythmically and with a strong sense of pulse - Southwark Music | |
| Understanding | Children to discuss characters feelings in the books they read, the settings and the main events.  Hot seating- practice asking questions  Children to practice story sequencing and orally retelling the story.  Create class fact book  Children to demonstrate understanding of what has been taught and added to floor books. | | | Able to recall facts based on what they have been learning.  Children to rewrite a class story using pictures to make a book- each group to pick a part of the story to write  Children able to say where story is set, the events and describe the characters in the book  Children to demonstrate understanding of what has been taught and added to floor books. | | | Children to make up with their own version of a story based on a book they know well.  Children are able to create fact files and life cycles based on what they have learnt.  Children to demonstrate understanding of what has been taught and added to floor books. | |
| PSED | | | | | | | | | | |
| Educational Program | | | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | | | |
| Self regulation, Managing self, Building relationships | | | | | | | | | | |
| ELG | 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 to follow instructions involving several ideas or actions. | | | | | | | |
| 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | **Making relationships**  • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.  • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking.  • Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours.  • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support  • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.  • Is proactive in seeking adult support and able to articulate their wants and needs.  • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship  **Understanding emotions**  • Understands their own and other people’s feelings, offering empathy and comfort  • Talks about their own and others’ feelings and behaviour and its consequences  • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people  • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met  • Seeks support, “emotional refuelling” and practical help in new or challenging situations.  • Is aware of behavioural expectations and sensitive to ideas of justice and fairness  Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise  **Sense of Self**   * Recognises that they belong to different communities and social groups and communicates freely about own home and community * Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination * Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group * Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms * Has a clear idea about what they want to do in their play and how they want to go about it   Shows confidence in choosing resources and perseverance in carrying out a chosen activity | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview  (Carpet/ topic themes and discussions) | | | My Identity and Skills  Special People  Families and Friendships  Self- Awareness  Basic First Aid  Teaching the school rules  Recognising and naming feelings  Friendships – sharing  Connected to the community | Justice and Fairness  World Book Day  Developing Skills  Cooperation  Managing emotions book -How are you feeling today?  Self-aware and supportive | | Cooperative Learning  Keeping Safe –  Accidents and prevention  E Safety- internet safety and harm. Online issues.  Resilience  Being bucket filler  Progressive Value – in relation to rubbish in the sea | Managing conflict  Seeking support  Emotion coaching  Why do we have rules?  Managing Feelings, consequences, managing emotions  Respectful | | Mental Health  Good Oral Hygiene  Healthy Eating  Physical Health and Fitness  Keeping Well and Clean  Creative and practical | Friendship  Community  Describes their competencies, what they can do well and what they need help with  Transition  What do you want to learn in year one?  Academically ambitious |
| Physical Development | | | | | | | | | | |
| Educational Program | | | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence | | | | | | | |
| Birth to 5 Matters (range 6) | | | **Moving and Handling**   * Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping * Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk * Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles * Travels with confidence and skill around, under, over and through balancing and climbing equipment * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it * Uses simple tools to effect changes to materials * Handles tools, objects, construction and malleable materials safely and with increasing control and intention * Shows a preference for a dominant hand * Begins to use anticlockwise movement and retrace vertical lines * Begins to form recognisable letters independently * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed   **Health and Self Care**   * Can initiate and describe playful actions or movements for other children to mirror and follow * Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others * Shows understanding of how to transport and store equipment safely   Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience | | | | | | | |
| Gross Motor including movement sessions | | | | | | | | | | |
| ELG | 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. | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | Chd to use outdoor equipment safely including PE equipment, A frame and climbing frame.  Large balls and bean bags.  Tyres for chd to push, pull and manoeuvre  Chd to link Podley pieces together whilst laying flat. | Throw a beanbag/ large ball at a target  Jump with two feet and bend their knees appropriately  Chd to roll and catch a ball to a partner whilst sitting | | Chd move in different ways e.g sliding, shuffling, crawling,  Chd to move in different ways to match a scenario or piece of music  Chd mirror movements/actions | Chd to kick a large ball at a target (bench)  Chd to begin to be able to kick a ball with some accuracy either through a gate/ to a partner.  Chd to try and dribble a large softball for a short period | | Chd move safely in a small space  Chd are confident with hopping, jumping, sliding, shuffling, crawling, walking and running  Chd to throw and catch a large ball or beanbag (on their own) and begin to do this with a partner. | Chd are confident to move in various ways and adapt their actions/ movements based on their own successes/ failures.  In gymnastics chd to use the equipment to travel with confidence and skill around, under, over and through the equipment |
| Chd able to jump with accuracy onto a marker and off again.  Chd to jump off small A frames in free flow  Chd able to copy actions to songs and follow movements as directed by the teacher  Chd to explore the outdoor area and be encouraged to have ago on all the pieces of equipment and think about their safety | | | Introduce taller A frames for chd to jump off.  Chd to jump off equipment and land safely  Chd to hop and hold a balancing pose for a few seconds.  Chd to explore different ways their body can move and/or balance  Chd to explore how to move around a space safely whilst changing the speed and or direction  Chd to consider how much control they have over their body and can discuss how their body will react and how they can keep themselves safe. | | | Children are able to climb with confidence onto varying different pieces of equipment and jump landing safely and using their body to stabilise.  Chd to describe actions or movements for other children to mirror and follow. Chd will begin to use equipment and or physical resources to create movements.  Chd to confidently move around during PE lessons and whilst exploring the outdoor provision with control, accuracy and safety in mind. Chd to assess their own risks and make choices based on these. | |
| Fine Motor | | | | | | | | | | |
| ELG | 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. | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | Fine motor resources available in the provision: playdough, lego, scissors, hole punches, syringes, all types of mark making activities, stamps etc…  Chd to make large and small movements in sand, shaving foam, large easels, the ground etc…  Chd to use dancing ribbons to create shapes in the air using both anticlockwise movements and vertical lines.  Chd encouraged to hold equipment with the correct grip  Chd taught how to brace 3D models using tape. | | | Chd to hold pencil with tripod grip  Chd to form most lowercase letters correctly  Chd to be able to use resources in the classroom with increasing control i.e from cutting a straight line to going around an object.  Chd show a preference for a dominant hand  Chd to to draw, paint and manipulate materials with control  Chd to to use a fork and spoon with confidence and is beginning to be able to chop large pieces of food into smaller chunks. | | | Chd to be able to form all lower case letters correctly  Chd to be able to use resources in the classroom safely and with increasing control i.e being able to cut closely around a object but whilst also being mindful or fingers.  Chd to be able to draw, paint and manipulate materials with control and intention  Chd confident to use a knife to chop food into manageable chunks. | |
| Literacy | | | | | | | | | | |
| Educational Program | | | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | | | |
| Writing | | | | | | | | | | |
| ELG | | | Children at the expected level of development will: - 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | * Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats * Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology * Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together * Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognizable letters in sequence, such as in their own name   Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | Initial sounds  Segmenting and blending the sounds in a CVC word  Able to link sounds to the corresponding letters for SATPINMD  Able to write their own name  Begin to write labels with initial and end sounds | Able to write CVC words independently  Recognises phase 2 tricky words  Able to link sounds to the corresponding letters in phase 2  Able to use their sounds to write words, labels and lists. | | Beginning to write a simple caption i.e It is a man  Recognises (phase 3) 2A tricky words  Beginning to link sounds to the corresponding letters in phase 3  Able to use their sounds to write words, labels, lists confidently. | Confident to write a simple captions i.e It is a man, we are hot.  Recognises (phase 3) 2B tricky words  Able to link sounds to the corresponding letters in phase 3.  Able to use their sounds to write words, labels, lists and captions.  Beginning to write simple sentences. | | Confident to write a simple sentence.  Beginning to write polysyllabic words  Recognises level 3 (yellow books, phase 4) tricky words  Able to hear some of phase 4 blends when sounding out words.  Able to use their sounds to write words, labels, lists captions and simple sentences. | Confident to write simple sentences for different purposes.  Begins to write extended sentences.  Begins to write polysyllabic words  Recognises level 4 (phase 4) tricky words  Hears most of the phase 4 blends.  Uses their sounds to write words, labels, lists captions and sentences. |
| Reading | | | | | | | | | | |
| ELG | | Comprehension | Demonstrate an 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | * Enjoys an increasing range of print and digital books, both fiction and non-fiction * Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading * Describes main story settings, events and principal characters in increasing detail * Re-enacts and reinvents stories they have heard in their play * Knows that information can be retrieved from books, computers and mobile digital devices * Is able to recall and discuss stories or information that has been read to them, or they have read themselves * Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example * Begins to develop phonological and phonemic awareness; continues a rhyming string and identifies alliteration; hears and says the initial sound in words; begins to segment the sounds in simple words and blend them together and knows which letters represent some of them; starts to link sounds to letters, naming and sounding the letters of the alphabet; begins to link sounds to some frequently used digraphs, e.g. sh, th, ee * Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences * Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text * Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | Comprehension | Chd to discuss characters feelings in the books they read, the settings and the main events.  Uses vocabulary related to the books being read in class such as paramedic, police officer, chef, upset, down in the dumps. | Chd to order a story’s pictures in groups and practice orally retelling the story.  Chd to create their own fact books on space.  Uses vocabulary related to the books being read in class such as orbit, sun, moon, planets, universe etc… | | Chd to order pictures from the stories to make their own pictures books.  Chd to recall facts about the sea creatures  Uses vocabulary related to the books being read in class such as gobbled, munched, pincers etc… | Rewrite a story using pictures from known stories  Recall the key events in a story using the pictures as a prompt  Use story language when discussing the events.  Say where the story is set, the events and describe the characters in the book.  Perform a poem  Uses vocabulary related to the books being read in class such as Africa, dry, dessert, fierce etc… | | Create a life cycle diagram based on what has been read.  Retell a story in detail using story language.  Chd to begin to make up their own stories.  Uses vocabulary related to the books being read in class such as life cycles, growing, egg tooth, energy, photosynthesis, temperature etc… | Chd make up their own stories and act them out.  Chd write facts to show their understanding of what they have read.  Chd create poems to perform  Uses vocabulary related to the books being read in class such as plates, defence, protect, attack, bones etc.. |
| Word reading | Begins to segment and blend the sounds in a CVC word  Able to link sounds to the corresponding letters for SATPINMD  Recognises some phase 2 tricky words (1A)  Hears and says the initial sound in a word | Read CVC words independently  Recognises all phase 2 tricky words (1A/1B)  Links the sounds to the corresponding letters in phase 2  Recognises a rhyming word and can identify which words rhyme in a sentence. | | Begins to read a simple caption with confidence  Recognises (phase 3) 2A tricky words  Knows some phase 3 digraphs  Reads some phase 3 words  Continue a rhyming string | Reads simple captions containing digraphs and begins to reread for fluency.  Recognises all phase 3 tricky words (2A/2B)  Knows most phase 3 digraphs  Identifies alliteration and rhyming words confidently | | Confident to read a simple sentence and are able reread for fluency.  Recognises some phase 4 tricky words. (3 yellow)  Confidently identifies phase 3 digraphs in words and sounds them out with ease.  Able to hear some phase 4 blends when blending words. | Read simple sentences for different purposes confidently  Read longer sentences with fluency and expression.  Begin to read polysyllabic words  and words ending in the suffix ing.  Recognise all phase 4 tricky words (3/4)  Able to hear most of the phase 4 blends when sounding out words. |
| Key Texts | | | Zaza’s baby brother, sharing a shell, Riley can do anything, dot, | Smed and Smoos, Look up  Fact book | | Snail and the whale, Tiddler, Barry the fish with fingers, Rainbow fish | The little red hen, we’re going on a lion hunt, The magic paintbrush, Major Glad Major Dizzy | | Tiny seed, Tadpoles promise, Oliver Vegetables, Jack and the beanstalk | If I had a dinosaur, If the dinosaurs came back, Harry and the dinosaurs go wild, Dinosaur fact books, |
| Maths | | | | | | | | | | |
| Educational Program | | | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | | | |
| ELG | | 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | **Comparison**  • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size  **Counting**  • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0  • Increasingly confident at putting numerals in order 0 to 10 (ordinality)  **Cardinality**  • Engages in subitising numbers to four and maybe five  • Counts out up to 10 objects from a larger group  • Matches the numeral with a group of items to show how many there are (up to 10)  **Composition**  • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects  • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three  • In practical activities, adds one and subtracts one with numbers to 10  • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“  **Spatial Awareness**  • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks  **Shape**  • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes  • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes  • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build  **Pattern**  • Spots patterns in the environment, beginning to identify the pattern “rule”  • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat  **Measures**  • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy  • Becomes familiar with measuring tools in everyday experiences and play  • Is increasingly able to order and sequence events using everyday language related to time  • Beginning to experience measuring time with timers and calendars | | | | | | | |
| Maths Mastery and White Rose | | | | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | **Just like me:** Compare amounts using the language of more/less. Match and sort objects. based on colour, shape or size. Exploring AB patterns with colours and shapes. Compare size, mass and capacity  Extracurricular: Creating a simple line map on trip to library | **It’s me 1,2,3:** Chd to learn their numbers to 3 including counting to 3 and placing number in numerical order. Comparing and representing these numbers and exploring the number bonds up to 3 using resources. Chd will also learn about circles and triangles and will begin to describe how items are positioned.  **Light and Dark:** Chd will learn to count to 5 both forwards and backwards and place these numbers in order. They will select objects from a larger group to represent them and will explore different ways to do this. Chd will then begin to add/subtract one more and take one less to 5 using five frames and objects. Chd will also learn about shapes with four sides. Finally they will begin to talk about their daily routine thinking about what they do in the morning afternoon and night. They will consider if these events occur in the day or night. | | **Alive in five:** Chd will be introduced to the concept zero. They will continue to explore the composition of numbers looking more closely at the numbers 4 and 5. Chd to build on prior knowledge that quantities can be the same, more or fewer than another quantity. Chd to compare amounts up to 5 using objects. Chd will end this unit by comparing both mass and capacity using mathematical language and common misconceptions will be challenged.  **Growing 6,7,8:** Chd to learn their numbers up to 8, counting both forwards and backwards to this number and placing numbers in numerical order. Chd will use objects to represent theses numbers and compare amounts up to 8. They will begin to notice pattens when we add or takeaway one. They will explore number bonds up to 8 will start to combine two groups together to find a total and make pairs of objects. Towards the end of this unit chd will describe the length/height of an object using language such as tall, short, long/short and begin to measure using non-standard units such as cubes. Finally, they will begin to talk in more detail about their daily routine. | **Building 9 and 10:** Chd to learn their numbers up to 10, counting both forwards and backwards to this number and placing numbers in numerical order. Chd will use objects to represent these numbers and will explore the numbers bonds to 10 using real objects,  Chd will compare amounts by lining up items and counting with 1-1 correspondence to compare them directly. Chd will then learn to copy more complex patterns such AAB patterns and will be encouraged to create round patterns as well as straight ones.  Chd will name some common 3D shapes and describe some similarities and differences between them in relation to their properties. Chd will then explore sorting them based on these comparisons.  Extracurricular: Chd to sequence and describe events from the class stories using the language of time. | | **To 20 and beyond:** Chd to learn count beyond 10 both forwards and backwards and place numbers in numerical order. Chd will use objects to represent these numbers and will explore different ways these numbers can be made. Chd will be encouraged to complete complex jigsaw puzzles and will be asked to match different shapes arrangements whilst using positional language to describe what they are doing. Chd will begin to notice patterns in numbers.  **First, Then, Now:** Chd will follow mathematical stories to add more and take away amounts from or to a quantity. Chd will encouraged to count on from a number and use their subitising skills to help increase their speed in adding and subtracting. Towards the end of this unit chd will explore shapes that can be combined or separated to form new shapes. Chd will investigate how many ways a shape can be built and then broken apart. | **Find my pattern:** Chd will learn how to double numbers and will discover what the words even and odd mean through the exploration of sharing and grouping.Chd will be confident to use positional language to describe what they are doing and where an object is in relation to themselves.  **On the move:** In preparation for KS1 chd will engage in problem solving games, activities and scenarios. Chd will also be given the opportunities to consolidate and expand on their mathematical knowledge by being given opportunities to explore more complex patterns such as growing patterns and create maps and plans to represent places and designs of objects. |
| Understanding the World | | | | | | | | | | |
| Educational Program | | | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | | |
| ELG | **Past and present** | | Children at the expected level of development will: 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** | | Children at the expected level of development will: 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** | | Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | | **People and communities**  Enjoys joining in with family customs and routines  Talks about past and present events in their own life and in the lives of family members  Knows that other children do not always enjoy the same things, and is sensitive to this  Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions | | **The world**  Looks closely at similarities, differences, patterns and change in nature  Knows about similarities and differences in relation to places, objects, materials and living things  Talks about the features of their own immediate environment and how environments might vary from one another  Makes observations of animals and plants and explains why some things occur, and talks about changes | | | **Technology**  Completes a simple program on electronic devices  Uses ICT hardware to interact with age-appropriate computer software  Can create content such as a video recording, stories, and/or draw a picture on screen  Develops digital literacy skills by being able to access, understand and interact with a range of technologies  Can use the internet with adult supervision to find and retrieve information of interest to them | | |
| **Understanding the World** includes the wider curriculum subjects such as science, computing, history and geography | | | | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | Talk about similarities and differences between themselves and others.  Explore photos of themselves as baby and now looking at changes. Recall significant events from their past using photos to support them.  Talk about different beliefs, religions and different ways of celebrating and discuss their experiences of these.  Draw a simple map and look at images of the local area. in the past and present.  Chd to share countries that are special to them and how these places similar/different to London/England.  Explore and talk about the different roles in the community and how they help us.  Children to think about what happens in Autumn, the types of clothing they need and the objects they might find.  Chd to use iPads to take photos and label its key parts. | Talk about the different planets and their environments.  Think about why plants do not grow on any other planet.  They will discover information about Neil Armstrong and talk about space travel in the past and now.  Chd will use iPads to scan QR codes to find out information about our topic.  We will continue to talk about lots of different celebrations including Christmas, Diwali, Hanukkah and Yi Peng and discuss how we celebrate might be the same, similar or different to other people.  Children to think about what happens in Winter, the types of clothing they need and the objects they might find. | | Using a story: We will locate places on a map, Compare and contrast environments. Discuss settings such as beaches, mountains and a high street.  We will continue to extend their understanding of the topic by talking about the similarities and differences between sea and land animals and thinking more specifically about why some animals they have those body parts. What are they for? We will also talk to them about the mess our seas are in through the book somebody swallowed Stanley. We will then follow this up with the book Izzy Gizmo where we will encourage the chd to invent a machine that will help to clean up our seas.  We will continue to talk about lots of different celebrations and we will visit a religious building in our local area.  Chd will use iPads to access reading eggs in class and we will discuss in more detail E Safety and keeping ourselves safe on the internet. | Draw story maps and ordering pictures in the correct order.  Through a story they will compare and contrast environments, life in this country in comparison to another and locate some of the places spoken about on a world map.  We look at books based both in the past and the present and talk about what we notice and can draw from these books.  Children will go on a Spring walk and think about what happens in Spring, the types of clothing they will start to wear and the objects they might find or see.  Chd will use iPads to take video and the program 2simple to paint a picture. | | In growing chd will plant seeds and bulbs and observe the changes that occur as they grow.  They will also look at the life cycles of different plants and animals and will observe these changes as they happen over time.  Chd will also revisit their pictures of themselves in the past and now and discuss in more depth how they have changed over time.  Chd to talk about how they have changed in one year and since they were born.  Through observational drawings chd will describe the human features in their immediate environment.  They look more closely at different minibeasts and their habitats.  Children will find out what being healthy means, how to eat healthy and maintain good oral hygiene.  They will continue to discover more celebrations that occur throughout the year including Eid al Fitr and Songkran.  When discussing the celebration Songkran, they will also compare the weather in Thailand to the UK and think about why this celebration is so important to them.  Chd will use book creator to create their own stories and explore how to use Beebots. | In dinosaurs’ children will find out who Mary Anning is and look at images of her discoveries.  They will talk about dinosaur’s and their bodies and attempt to explain why they think they had those body parts.  They will be confident to name some human features in stories such as volcanoes, mountains, and lakes.  They will draw a simple map of our playground and will create a key to show some key areas of the playground.  They will continue to discover more celebrations that occur throughout the year including Eid al Adha and they will finish their explorations of the seasons by looking at summer and talking about what is happening.  Chd will use the application Daisy Dino which is a very simple coding application.  As part of the children’s transition the children will look back at all the places Barnaby Bear went and the children will recall past events with family, friends over the year. |
| Expressive Arts and Design | | | | | | | | | | |
| Educational Program | | | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | | | |
| Creating with Materials | | | | | | | | | | |
| ELG | | Creating with materials | Children at the expected level of development will: 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. | | | | | | | |
| Birth to 5 Matters (range 6) | | Creating with materials | Begins to build a collection of songs and dances, makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to, uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking, develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding., expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual art | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
| Overview | | | Name their colours and experiment with colour mixing.  Uses tools to manipulate playdough.  Know how to use scissors safely.  Learn how to brace 3D models using different tapes.  Experiment with using fingers and hands to paint and take rubbings from different objects.  Copy actions to songs. | Create planets using Paper Mache.  Develop simple patterns using stamps.  Make and use salt dough to create a variety of media.  Use treasury tags to join materials.  Explore light and shadows inside and outside. | | Name the primary colours and mix them.  Create setting collages using different materials and stencils.  Taught to use different types of folds for different purposes.  Practice weaving with paper and ribbon. | Create and design their own stick puppets.  Create and bind their own books.  Use spilt pins to create movement.  Use stick puppets to retell stories. | | Observational drawings of natural environment.  Use 2simple to paint a picture.  Use elastic bands and string to connect pieces together.  Paint with natural resources such as twigs.  Make fast and slow sounds with different instruments. | Decorate pieces of fabric.  Use clay to mould and manipulate  Learn how to use both flanges and slots to connect materials.  Children to create their own small world set ups using loose parts.  Make long and short sounds with different instruments. |
|  | | | Explore instruments and the noises they make.  Listen to a piece of music and share whether they enjoyed the piece.  Play an instrument musically to express their ideas.  Be introduced to pulse and demonstrate their understanding by playing or walking to the beat.  Know the names of instruments.  Differentiate between percussion instruments by sound alone.  Move their bodies to two pitches (high C, low C) to show the difference.  *Learn to start and stop together to a piece of music*  *Children to sing on two notes/pitches.* | | | Explore making loud and quiet sounds with different instruments.  Listen and share how a piece of music makes them feel.  Play an instrument musically to express their feelings and ideas.  Use their thinking voice to mime parts of a song. (develop pulse/rhythm)  Move to different speeds of pulse including a much slower pulse  Clap to a beat or a rhythm in song.  Begin to use the correct names for instruments  Identify the louder and quieter parts of a piece of music  Move bodies to three pitches (high C, low C, G)  Children to sing on three notes/pitches | | | Listen, move and share how a piece of music makes them feel.  Create their own gestures/actions to a piece of music.  Listen to a piece of music and show an appreciation by moving expressively.  Play an instrument to the same song in different pitches and speeds.  Use their thinking voice to mime parts of a song with accuracy and control  Choose an instrument by name to play in a song.  Identify the faster and slower parts of a piece of music  Recognise the rhythm of a song and play it back.  Sing to the same song in different pitches and speeds.  Children to perform a song in small groups rhythmically and with a strong sense of pulse. | |
| Being imaginative and expressive | | | | | | | | | | |
| ELG | | Being imaginative and expressive | 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. Invent, adapt and recount narratives and stories with peers and their teacher. | | | | | | | |
| Birth to 5 Matters (range 6) | | | * Creates representations of both imaginary and real-life ideas, events, people and objects * Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences * Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes * Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping * Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth* * Introduces a storyline or narrative into their play * Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative | | | | | | | |
| Term | | | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic | | | My story, our world | Space | | Under the Sea | Story Telling | | Growing | Dinosaurs |
|  | | | Children will have access to a variety of different resources and tools that they can experiment with.  Children will also be encouraged to use a wide range of props and materials to act out different stories and characters.  Children to use the creative area, the construction materials, small world and loose parts areas to create events, ideas, people and objects | | | | | | | |
| Chd to begin to orally retell a story with props and prompts | | | | Chd are confident to act out and recall the key events in a story.  Chd to use story language when discussing the events.  Create and use their own stick puppets to retell a story.  Chd begin to make up their own stories | | | Chd to be confident to make up their own stories and act them out  Children to explore using loose parts to create their own small world set ups |
| Music/ drama and dance sessions  Role play areas  Construction, loose parts, books  Listen to a piece of music and share whether they enjoyed the piece.  Children to play an instrument musically to express their ideas.  Introduce pulse and chd to demonstrate by playing or walking to the beat.  Children will be taught names of instruments  Children are able to copy actions to songs and suggest their own ideas  Children can name their feelings and discuss the characters feelings in the books they read. | | | Dance focus in PE with musical instruments, scarfs/ribbons/ stretchy materials/ feathers  Create a dance to the snail and whale soundtrack  Create a soundscape for going on a lion hunt  Listen and share how a piece of music makes them feel.  Children to play an instrument musically to express their feelings and ideas  Children to use thinking voice to mime parts of a song to develop a sense of pulse or rhythm.  Children will move to different speeds of pulse including a much slower pulse  Children will be able to clap to a beat or a rhythm in song.  Children will begin to use the correct names for instruments | | | Perform a song to an audience using their own actions  Immersed in music e.g creating art work whilst listening to a song i.e angry music ripping paper and creating a picture  painting to a piece of music  Listen, move and share how a piece of music makes them feel.  Children to create their own gestures/actions to a piece of music.  Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively.  Listen, move and share how a piece of music makes them feel.  Children to create their own gestures/actions to a piece of music. Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively.  *Children will play an instrument to the same song in different pitches and speeds*  Children to use thinking voice to mime parts of a song with accuracy and control  Children would be able to choose an instrument by name to play in a song. | |