

# Bramley Park Academy - Progression of Skills & Curriculum Overview

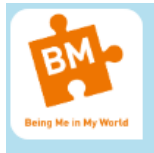
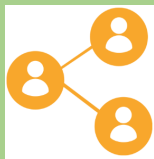
Our core values: **B**elieve **P**ersevere **A**chieve

| Area of Learning  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 2 -                                                                                                                                                                                                                                                                                                                                                                            | Summer 1 -                                                                                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                                                                                                              |
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| Themes            | In the Town                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sparkling Celebrations                                                                                                                                                                                                                                                                                                                                               | On a Magic Carpet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Under the microscope                                                                                                                                                                                                                                                                                                                                                                  | In a story book                                                                                                                                                                                                                                                                                                                                                                  | Around the world                                                                                                                                                                                                                                                                                                                                      |
| MTP links         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                       |
| Curriculum LTPs   | RE<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Music<br>                                                                                                                                                                                                                                                                                                                                                            | Computing<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PSHE                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                       |
| lines of enquiry. | This is me<br>Our local area<br>Our family<br>Our history<br>People who help our community                                                                                                                                                                                                                                                                                                                                                                           | Diwali<br>Christmas in the past<br>Bonfire night<br>Seasons<br>Our local area and different cultures                                                                                                                                                                                                                                                                 | Space and Neil Armstrong<br>Dinosaurs<br>Castles, kings and queens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Growing plants<br>Animal life cycles<br>Minibeasts<br>Where does food come from?<br>Caring for our world                                                                                                                                                                                                                                                                              | Different setting and environments                                                                                                                                                                                                                                                                                                                                               | Countries around the world<br>Comparing environments<br>Animals in the wild                                                                                                                                                                                                                                                                           |
|                   | <b><u>People, Cultures and Communities (UW)</u></b><br>Pete the Cat - rocking in my school shoes<br>Super Dooper You<br>I'm going to make a friend<br>All are Welcome<br><br><b><u>Where I live - People and communities (UW)</u></b><br>Smartest Giant in Town<br>Me on the map / Martha maps it out<br>Lifesavers<br><br><b><u>Human Lifecycles - Past and Present (UW)</u></b><br>When I grow up<br>What will I be?<br><br><b><u>Drawing Club Recommended</u></b> | <b><u>Celebrations - People, Cultures and Communities (UW)</u></b><br>You must bring a hat<br>Best Diwali ever<br>One Christmas wish<br>Peepo<br><br><b><u>Seasons (UW)</u></b><br>Leaf man<br>The Leaf Thief<br><br><b><u>Drawing Club Recommended</u></b><br>What's in the Witches Kitchen<br>The Christmas Pine<br>WILLO' THE WISP - THE THOUGHTS OF MOOG (video) | <b><u>Space - Past and present (UW)</u></b><br>Aliens love underpants<br>Little People Big Dreams - Neil Armstrong<br><br><b><u>Arctic / Antarctic - The Natural World (UW)</u></b><br>The curious Polar Bear<br>The runaway iceberg<br><br><b><u>Castles, kings and queens - past and present (UW)</u></b><br>The knight who wouldn't fight<br><br><b><u>Dinosaurs - past and present (UW)</u></b><br>How to grow a dinosaur<br><br><b><u>Seasons (UW)</u></b><br>The Snow Thief<br><br><b><u>Drawing Club Recommended</u></b><br>Button Moon (video) | <b><u>The Natural World (UW)</u></b><br>Do you love bugs?<br>Teeny Weeny Tadpole<br>Katie and the Sunflowers<br>Christopher's Caterpillars<br>The enormous turnip<br>The extraordinary gardener<br>Eco Girl<br><br><b><u>Drawing Club Recommended</u></b><br>Jack and the Beanstalk<br>Magic Porridge Pot<br>The Giant Jam Sandwich<br>Popeye (video)<br>TRAPDOOR - BREAKFAST (video) | Little Red Riding Hood<br>The great fairy tale disaster<br><br><b><u>Fairy tales from other cultures - People and communities (UW)</u></b><br>Little Red and the Very Hungry Lion<br>The Little Red Fort<br><br><b><u>Drawing Club Recommended</u></b><br>Little Red Hen<br>Not Now Bernard<br>The Hairy Toe<br>The Gingerbread Man<br>Roadrunner (video)<br>Wacky Races (video) | <b><u>The Natural World (UW)</u></b><br>How big is the world?<br>Last Stop on Market Street<br>Handa's Surprise<br><br><b><u>Fairy tales / stories from other cultures - People and communities (UW)</u></b><br>Goldy Luck and the three Pandas<br>Going on a lion hunt<br><br><b><u>Drawing Club Recommended</u></b><br>Mr Benn - Zoo Keeper (video) |

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|                              | Rosie’s Walk<br>100 Decker Bus                                                     |                                                                       | Penguin<br>Captain Pugwash (video)<br>Lost and Found<br>Are the Dinosaurs dead, Dad? |                                                                                               |                                                                     |                                                                                     |
| Trips, experiences and hooks | Local area walk                                                                    | Visit from a Priest                                                   |                                                                                      | Pizza Express / into the wild                                                                 |                                                                     |                                                                                     |
| Parental Involvement         | Welcome gifts<br>New to EYFS meeting<br>Phonics’ evening<br>Tapestry opportunities | Roll up and read<br><br>Focus stay and play<br>Tapestry opportunities | Roll up and read<br><br>Focus stay and play<br><br>Tapestry opportunities            | Roll up and read<br><br>Focus stay and play<br>Tapestry opportunities<br>Mothers Day Assembly | Roll up and read<br><br>Focus stay and play<br>Tapestry opportunity | Roll up and read<br><br>Focus stay and play<br>Sports Day<br>Tapestry opportunities |

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, story-telling 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**.

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| <div> <div>Communication and Language</div> <div>  </div> <div> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language intervention (NELI), Helicopter stories/poetry baskets.</p> </div> </div> | <div> <div><i>Listening, Attention and Understanding</i></div> <div>Children will be able to understand how to listen carefully and know why it is important.<br/>Engage in non-fiction books.</div> <div><i>Speaking</i></div> <div>Children will talk in front of small groups and their teacher offering their own ideas.</div> </div>                                                                                                                | <div> <div><i>Listening, Attention and Understanding</i></div> <div>Children will begin to understand how and why questions.<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Engage in story times</div> <div><i>Speaking</i></div> <div>Children will use new vocabulary throughout the day.<br/>Develop social phrases</div> </div> | <div> <div><i>Listening, Attention and Understanding</i></div> <div>Children will learn to ask questions to find out more.<br/>Listen to and talk about stories to build familiarity and understanding.</div> <div><i>Speaking</i></div> <div>Children will talk in sentences using conjunctions, e.g. and, because.<br/>Articulate their ideas and thoughts in well-formed sentences.<br/>Connect one idea or action to another using a range of connectives.<br/>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</div> </div> | <div> <div><i>Listening, Attention and Understanding</i></div> <div>Children will retell a story and follow a story without pictures or props.<br/>Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/><br/>Children will be able to understand a question such as who, what, where, when, why and how.</div> <div><i>Speaking</i></div> <div>Children will engage in non-fiction books and to use new vocabulary in different contexts.<br/>Describe events in some detail<br/>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</div> </div> | <div> <div><i>Listening, Attention and Understanding</i></div> <div>Children will be able to understand a question such as who, what, where, when, why and how.<br/>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</div> <div><i>Speaking</i></div> <div>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</div> </div> | <div> <div><i>Listening, Attention and Understanding</i></div> <div>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</div> <div><i>Speaking</i></div> <div>Children will use talk in sentences using a range of tenses.<br/>Use new vocabulary in different contexts.</div> </div> |
|                                                                                                                                                                                                                                                                                                                                                                                                           | <div> <div><i>Listening, Attention and Understanding:</i></div> <div>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</div> </div> |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                    |

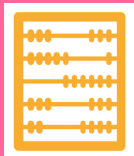
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |
| Personal, social and emotional development (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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |
| Jigsaw content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                        |
| <b>Personal, Social and Emotional Development</b><br><br><br>Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, etc.<br>Children will focus during short whole class activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Self-Regulation</b><br>Children will be able to follow one step instructions.<br><br>Children will recognise different emotions.<br><br><b>Managing Self</b><br>Children will learn to wash their hands independently.<br><br><b>Building Relationships</b><br>Children will seek support from adults and gain confidence to speak to peers and adults.<br>Build constructive and respectful relationships<br>Recognises that they belong to different communities and social groups and communicates freely about own home and community • | <b>Self-Regulation</b><br>Children will talk about how they are feeling and to consider others feelings.<br>Show resilience and perseverance in the face of challenge.<br><br><b>Managing Self</b><br>Children will understand the need to have rules.<br><br><b>Building Relationships</b><br>Children will begin to develop friendships.<br>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • | <b>Self-Regulation</b><br>Children will be able to focus during longer whole class lessons.<br><br><b>Managing Self</b><br>Children will begin to show resilience and perseverance in the face of a challenge.<br>Children will develop independence when dressing and undressing.<br><br><b>Building Relationships</b><br>Children will be able to use taught strategies to support in turn taking.<br>Children will learn to work as a group. | <b>Self-Regulation</b><br>Children will identify and moderate their own feelings socially and emotionally.<br>Is aware of behavioural expectations and sensitive to ideas of justice and fairness<br><br><b>Managing Self</b><br>Children will manage their own basic needs independently.<br>Children will learn to dress themselves independently.<br><br><b>Building Relationships</b><br>Children will listen to the ideas of other children and agree on a solution and compromise. | <b>Self-Regulation</b><br>Children will be able to control their emotions using a range of techniques.<br><br><b>Managing Self</b><br>Children will show a ‘can do’ attitude.<br>Children will learn to dress themselves independently.<br><br><b>Building Relationships</b><br>Children will have the confidence to communicate with adults around the school. | <b>Self-Regulation</b><br>Children will be able to follow instructions of three steps or more.<br>Children will understand the importance of healthy food choices.<br><br>Think about the perspectives of others.<br><br><b>Building Relationships</b><br>Children will have the confidence to communicate with adults around the school. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Self-Regulation:</b> 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.                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Managing Self:</b> 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.                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |
| <b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                           |

Physical 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, coordination 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**, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye coordination**, 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 practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

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| <p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p> <p>Little Legs Rugby and PE sessions</p> <p>In all topics Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> | <p><b>Gross Motor</b><br/>Children will learn to move safely in a space.<br/>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene<br/>Watch and talk about dance and performance art, expressing their feelings and responses,<br/>Draw lines and circles using gross motor movements</p> <p><b>Fine Motor</b><br/>Children will begin to use a tripod grip when using mark making tools.<br/>Develop muscle tone to put pencil pressure on paper<br/>Children will use cutlery appropriately.</p> | <p><b>Gross Motor</b><br/>Children will explore different ways to travel using equipment.<br/>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.<br/>Explore and engage in dance, performing solo or in groups</p> <p><b>Fine Motor</b><br/>Children will accurately draw lines, circles and shapes to draw pictures.<br/>Manipulate objects with good fine motor skills<br/>Show preference for dominant hand</p> | <p><b>Gross Motor</b><br/>Children will be able to control a ball in different ways.<br/>Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences<br/>Children will balance on a variety of equipment and climb.Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.<br/>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p><b>Fine Motor</b><br/>Children will handle scissors, pencil and glue effectively.<br/>Use tools to effect changes to materials<br/>Use scissors to make snips and cuts.</p> | <p><b>Gross Motor</b><br/>Children will jump and land safely from a height.<br/>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Fine Motor</b><br/><br/>Begin to form letters correctly<br/>Handle tools, objects, construction and malleable materials with increasing control<br/>Hold pencil effectively with comfortable grip<br/>Encourage children to draw freely.<br/>Holding Small Items / Button Clothing /<br/>Cut along a straight / curved line with scissors</p> | <p><b>Gross Motor</b><br/>Children will move safely with confidence and imagination, communicating ideas through movement.<br/>Combine different movements with ease and fluency</p> <p><b>Fine Motor</b><br/>Children will hold scissors correctly and cut out small shapes.<br/>Start to draw pictures that are recognisable</p> | <p><b>Gross Motor</b><br/><br/>Children will be able to play by the rules and develop coordination.<br/>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor</b><br/>Children will form letters correctly using a tripod grip.<br/>Copy a square Begin to draw diagonal lines, like in a triangle<br/>Build things with smaller linking blocks, such as Duplo or Lego</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Gross Motor:</b> 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.</p> <p><b>Fine Motor:</b> 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.</p>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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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** Ls. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

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| <p><b>Literacy</b></p>  <p>Children will read books matched to their phonics ability</p> | <p><b>Comprehension</b><br/>Children will independently look at a book, hold it the correct way and turn pages. Joining in with rhymes and showing and stories with repeated refrains<br/>Environment print. Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p><b>Word Reading</b><br/>Recognising initial sounds. Read individual letters by saying the sounds for them. Reading own name<br/>Children will segment and blend sounds orally to create words. .</p> <p><b>Writing</b><br/>Children will give meanings to the marks they make. Children will begin to write initial sounds for words. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet,</p> | <p><b>Comprehension</b><br/>Children will engage and enjoy an increasing range of books.<br/>Retelling of stories. Editing of story maps and orally retelling new stories.<br/>Retelling of stories.<br/>Sequence story – use vocabulary of beginning, middle and end.</p> <p><b>Word Reading</b><br/><br/>Blend sounds into words, so that they can read short words made up of known letter– sound correspondence</p> <p><b>Writing</b><br/>Writing initial and final sounds in a word<br/>Begins to use anticlockwise movements and retrace vertical lines.<br/>Writing CVC words using basic 2 sounds.<br/>Write phase 2 tricky words.</p> | <p><b>Comprehension</b><br/>Children will act out stories using recently introduced vocabulary. Knows that information can be retrieved from books, computers and mobile digital devises.</p> <p><b>Word Reading</b><br/>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br/>Retell a story with actions and / or picture prompts as part of a group -<br/>Use story language when acting out a narrative.<br/>Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b><br/>Children will write words representing the sounds with a letter/letter including some digraphs.<br/>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing basic 3 tricky words.</p> <p>Children will form letters correctly.</p> | <p><b>Comprehension</b><br/>Children will be able to talk about the characters in the books they are reading<br/>Children will retell a story using vocabulary influenced by their book..</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Answer who, why, how questions to show their understanding of the text.</p> <p><b>Word Reading</b><br/>Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few exception words.<br/><br/>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<br/>Read high frequency words and phase 2 words fluently.</p> | <p><b>Comprehension</b><br/>Children will be able to answer questions about what they have read.<br/>Create own stories based on language from familiar books.</p> <p><b>Word Reading</b><br/>Children will read longer sentences containing basic 3 words and tricky words.<br/>Read at least 10 digraphs in simple captions and sentences.</p> <p><b>Writing</b><br/>Children will write simple phrases and sentences using recognisable letters and sounds.<br/>Re-reading what they have written.<br/>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</p> | <p><b>Comprehension</b><br/>Stories from other cultures and traditions</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions</p> <p>· Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p><b>Word Reading</b><br/>Children will read longer sentences, with fluency, containing basic 3 words and tricky words.</p> <p><b>Writing</b><br/>Writing can be read by myself and others. Letters are formed correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | identifying letters and writing recognisable letters in sequence, such as in their own name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><i>Writing</i></p> <p>Writing captions using phase 2 and 3 sounds and begin to attempt sentence.</p> <p>Form lower-case and capital letters correctly</p> <p>Writing phase 3 tricky words.</p>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><i>Comprehension:</i> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><i>Word Reading:</i> 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.</p> <p><i>Writing:</i> 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |
| Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>‘have a go’</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Mathematics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><u>Match sort and compare</u><br/><b>Matching</b><br/>Match object by saying what is the same or different.</p> <p><b>Sorting</b><br/>Sort by solar, size or shape<br/>Children to identify a sorting rule or category<br/>Create their own sorting rules realising objects can be sorted in different ways.</p> <p><b>Comparing amount</b><br/>Children can compare sets of objects using fewer, more or the same.<br/>Introduce the word equal and how to check.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><u>circles and triangles</u><br/>Learn circles have 1 curved side and triangles have 3 straight sides.<br/>Recognise circles and triangle in everyday objects and make their own</p> <p><b>Spatial Awareness</b><br/>Hear and begin to use positional language and describe how items are positioned in relation to other item.</p> <p><u>1,2,3,4,5,6</u><br/><b>Four</b><br/>Count on and back to 4</p> | <p><u>Alive in 5</u><br/><b>Introducing Zero</b><br/>Learn number name zero and that the numeral can be used to represent the idea of nothing.</p> <p><b>Compare numbers to 5</b><br/>Continue to compare numbers saying one amount can be more than, the same or fewer than another.<br/>Find the number 1 more and 1 less to 5.</p> <p><b>Composition of 5</b><br/>Explore compositions of 5 knowing they are made up of smaller numbers.</p> <p><u>Mass and capacity</u><br/><b>Compare mass</b></p> | <p><u>Length, height and time</u><br/><b>Length and Height</b><br/>Use language to describe length and height - longer, shorter, taller, shorter.</p> <p><b>Time</b><br/>Order and sequence important times in the day.<br/>Use before, after, soon, then and next, yesterday, today and tomorrow.</p> <p><u>building 9 and 10</u><br/><b>9 and 10</b><br/>Count forwards and back to 10.<br/>Represent 9 and 10 in different ways and conceptually subitise.</p> | <p><u>To 20 and beyond</u><br/><b>Building numbers beyond 10</b><br/>Build and identity numbers to 20 and beyond using a range of resources.<br/>Identify that larger numbers are comprised of a full 10 and part of the next one.</p> <p><b>Counting patterns beyond 10</b><br/>Count on and back beyond 10.<br/>What numbers come before and after using a range of resources.</p> <p><u>How many now?</u><br/><b>Adding More</b></p> | <p><u>sharing and grouping</u><br/><b>Sharing and Grouping</b><br/>Recognise and make equal groups.<br/>Understand if an item is shared fairly.<br/>Encourage children to think about what happens to left over items.</p> <p><b>Odd and Even</b><br/>Understand that some quantities can be shared equally and some won't<br/>Group objects into pairs and see if any are left over.</p> |

children will verbally say which group has more or less.

**Talk about measures and patterns**

**Compare size mass and capacity**

Compare and order by size (objects)

Use language big and little and small/large.

Use language tall/ long/ short.

**Simple patterns**

Continue, copy and create repeating patterns

Spot patterns in the environment and spot pattern rules.

**its me 1,2,3**

**Representing 1,2,3**

Identify representations of 1,2,3

Subitise or count to find out how many and make collections of 1,2,3

Match number names to numerals and quantities.

Count 3 objects in different arrangements by touching each object and recognise the final number in the set.

Use mark making to represent 1 2 and 3.

**Compare 1 2 and 3**

Understand one more and one less as we count

**Composition of 1,2,3**

Explore composition of 1 2 and 3 and notice they are

Count and subitise up to 4 objects actions and sounds. Match number names, numerals and quantities, Compare groups of objects using more and fewer.

Use mark making to represent 4.

Children learn squares and rectangles have 4 straight sides and corners.

Recognise everyday objects linking to squares and rectangles.

**Five**

Subitise to 5 and count forwards and bac using counting principles.

Represent 5 objects on a 5 frames and understand if it is full there are 5.

**One more and one less**

Compare and explore 1 more and 1 less.

Use a five frame to represent numbers and predict what happens if they add 1 more or take 1 away.

**shapes with 4 sides**

Identify and name shapes with 4 sides.

Combine shapes with 4 sides

Talk about night and day and order key events in daily routines

Use language to describe when events happen.

Measure time in simple ways.

Use language of heavy, heavier, then heaviest, light, lighter and lightest. Find a balance

**Explore and Comparing Capacity**

Build on understanding of full and empty to show full, nearly full and nearly empty.

**Growing 6, 7, 8**

**6, 7 and 8**

Counting and representing 6,7,8 in different ways.

Count out 6,7,8 from a larger group Conceptually subitise and see how numbers are made up of smaller numbers

**Composition of 6, 7, 8**

Find the ways to make up 6 7 and 8 including one more and one less

**Making Pairs**

Understand that a pair is a collection of items.

Odd and even.

**Doubles to 8**

Find and make a double to 8.

**Combining 2 groups**

Combine two groups to see how many altogether

**Composition to 10**

Explore composition of these numbers.

Flnd one more and one less

**Bonds to 10**

Explore number bonds to 10 using real objects and contexts.

explore bonds to 10 in 2 parts

Bonds to 10 in 3 parts

**Doubles to 10**

Find a double to 10

Make a double to 10

**Explore odd and even**

**explore 3d shapes**

**3D shape**

Explore and manipulate 3D shapes to see which stack and roll.

Sort using similarities and differences.

Introduce the name of 3D shapes.

**Pattern**

Build on A B pattern work by introducing more complex patterns e.g. ABBAAB

Understand to quantity of a group can be changed by adding more.

Use first, then, now to create mathematical stories.

Use number stories, tens frames, number tracks and fingers.

**Taking Away**

Use real life objects to see a quantity can be changed by taking items away.

Use first, then now structure to create mathematical stories.

Understand how many are left.

Use number stories, tens frames, number tracks and fingers.

**Manipulate compose and decompose**

**Match, rotate, manipulate**

Select and rotate shapes to explore space inclusion.

Matching shapes and arrangements of shapes.

Use positional language to describe where shapes are.

Select shapes to complete picture boards or outlines.

**compose and Decompose**

Understand that shapes can be combined and separated to make new shapes

Recognise the odd and even structure of number shapes / 10 frames.

Play and build wit doubles

**visualise, build and map**

**Find my pattern**  
identify units of repeating patters

create own pattern rules

**Visualise and Build**

Understand that places and models can be replicated and rebuilt.

Use positional language to describe.

visualise from different positions.

Give instructions to build

**Mapping**

Understand we make maps and plans to represent places and to see where they are in relation to other things.

Represent maps with models

Create own maps from familiar places

**make connections**

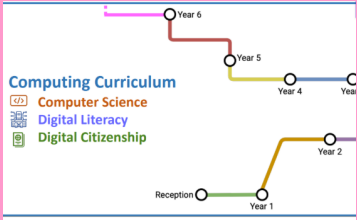
**Deepening Understanding**

Develop problem solving and critical thinking skills.

**Patterns and Relationships**

Explore and investigate the relationships between numbers and shapes.

Copy, continue and create a widening range of repeating patterns or symmetrical constructions.

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|                                                                                                                                                                                                                                                                                                                                  | made up of smaller numbers.<br>Add one and subtraction one with number to 3 in practical activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                  | <p><b>Number:</b> 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.</p> <p><b>Numerical Patterns:</b> 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.</p>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                  | <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, our forest school area, 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Understanding the World</b></p>  <p>Understand the effects of the seasons on the natural world.</p> <p>Link to computing LTP</p>  <p>Link to RE LTP</p> | <p><i>Past and Present</i></p> <p>Can talk about what they do with their family and the places they have been with them.</p> <p>Children will talk about the lives of people around them.</p> <p>Comment on images of familiar situations in the past</p> <p>Talk about members of their family and community by commenting on photos of their family and saying what relation they are to them.</p> <p>Describe and name people who are familiar to them (e.g. vets) including immediate family and the community.</p> <p><i>People, Culture and Communities</i></p>                                                                                                                                                                                                                                                                     | <p><i>: Past and Present</i></p> <p>Children will know some similarities and differences between things in the past and now.</p> <p>Can talk about what they have done with their families during Christmas/celebrations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><i>People, Culture and Communities</i></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p><i>The Natural World</i></p> | <p><i>Past and Present</i></p> <p>Compare and contrast characters from stories, including figures from the past..</p> <p><i>People, Culture and Communities</i></p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p><i>The Natural World</i></p> <p>Recognise that some environments are different to the one in which they live.</p> <p>Children will talk about features of the environment they are in and learn about the different environments.</p> <p>Children will know some important processes and changes in the natural world, including states of matter.</p> <p><i>RE: People, Culture and Communities</i></p> <p><b>Pathway 3 - Who cares for me and how do I help others?</b><br/>(buddhism)</p> | <p><i>Past and Present</i></p> <p>Children will know some similarities and differences between things in the past and now.</p> <p><i>People, Culture and Communities</i></p> <p>Share different cultures' versions of fairy tales</p> <p><i>The Natural World</i></p> <p>Listen to other children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Children will make observations about plants discussing similarities and differences</p> <ul style="list-style-type: none"> <li>•All plants need water, light and warmth to grow and survive</li> </ul> <p>A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</p> <p>Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</p> | <p><i>People, Culture and Communities</i></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Share different cultures' versions of fairy tales</p> <p><i>The Natural World</i></p> <p>Find out about their environment and talk about features they like/dislike.</p> <p>Use appropriate words e.g. town, village, road, path, house, flat, temple, synagogue.</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view</p> <p><i>RE: People, Culture and Communities</i></p> <p><b>Pathway 5 - Why are some objects special?</b><br/>(Judaism and Christianity)</p> | <p><i>Past and Present</i></p> <p>Look at the difference between transport in this country and one other.</p> <p>Encourage the children to make a simple comparison.</p> <p><i>People, Culture and Communities</i></p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Draw information from a simple map and look at features of the local area and compare this to places on google maps.</p> <p>Children will know that people in other countries may speak different languages.</p> <p>Children will know that there are many countries around the world.</p> |

| RE: Long term plan 2024-27 |                               |                               |                               |                               |                               |                               |                               |                               |                               |
|----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
|                            | Autumn 1                      | Autumn 2                      | Spring 1                      | Spring 2                      | Summer                        |                               |                               |                               |                               |
| Y1                         | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? |
| Y2                         | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? |
| Y3                         | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? | How can we make good choices? |

Children will know about features of the immediate environment.

Draw information from a simple map.

Children will know about people who help us within the community.

Can draw similarities and make comparisons between other families.

*The Natural World*

Recognise where they live and the features of the local environment.

Know we live in England and that is part of the UK.

*RE: People, Culture and Communities*

Pathway 1 – which places are special to members of our community? (Christianity and Islam)

Understand the effect of changing seasons on the natural world around them

*RE: People, Culture and Communities*  
Pathway 2 – How do people celebrate special times? (Christianity, Hinduism/Sikhism/Culture)

Identify different parts of their body and animals

*RE: People, Culture and Communities*  
Pathway 4 – Who belongs in my family and community? (Christianity and personal experiences)

*The Natural World*

Compare animals from two settings e.g. jungle and a farm.

Make sense of different environments and habitats.

Recognise that some environments are different to the one in which they live.

Children will make observations about animals discussing similarities and differences.

*RE: People, Culture and Communities*

Pathway 6 – How do we understand and care for the world? (Judaism)

**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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.

Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Expressive Arts and Design



Link to music LTP

|                                       |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Music long term plan EYF-S1-Reception |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| Term                                  | Autumn 1                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                |
| Topic                                 | In the town                                                                                                                                                                           | Sparkling celebrations                                                                                                                                                                                                                                                                                    | On a magic carpet                                                                                                                                                                                                       |
| Dev matters/ birth to 9 statements    | Jokes in with songs<br><br>Exploring sounds and how they can be changed, tapping out of simple rhythms.<br><br>Play pitch matching games, humming or singing call and response songs. | Children will experiment with different instruments and their sounds.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br><br>Listen to music and make their own dances in response.<br>Respond imaginatively to music e.g. this music sounds like dinosaurs | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Make music in a range of ways e.g. play with sounds creatively, play along to the beat of the song they are listening to. |

*Being Imaginative*  
Develop storylines in their pretend play.

Joins in with songs

Build stories around toys (small world) use available props to support role play  
Build models using construction equipment.  
Exploring sounds and how they can be changed, tapping out of simple rhythms.

Play pitch matching games, humming or singing call and response songs.

: *Creating with Materials*  
Children will experiment with different textures.  
To draw a self-portrait (enclosing lines): draw definite features. Use collage materials to create 3D faces linked to key text.  
To do an observational drawing.  
To use junk modelling to recreate the local area

*Being Imaginative*  
Children will experiment with different instruments and their sounds.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.

Listen to music and make their own dances in response.

Role-play celebrations from around the world including different weddings, birthdays and the Nativity story.

creates representations of both imaginary and real life ideas events, people and objects

Respond imaginatively to music e.g. *this music sounds like dinosaurs*

*Creating with Materials*

Children will experiment mixing with colours.

Uses their increasing knowledge of tools and materials to explore their interests and enquiries and develop their thinking.

*Being Imaginative*  
Children will create narratives based around stories.  
Children will play collaboratively as part of a group to create, develop and act out an imaginary idea or narrative.  
Listen attentively, move to and talk about music, expressing their feelings and responses.  
Make 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.

*Creating with Materials*

I can explore how colour can be changed  
Children will make props and costumes for different role play scenarios.  
Creates representations of both imaginary and real life ideas, events, people and objects.  
Create representations both imaginary & real-life ideas, events, people & objects

*Being Imaginative*  
Children will move in time to the music.  
Watch and talk about dance and performance art, expressing their feelings and responses  
  
Choose particular movements,instruments/sounds for their own imaginative purposes

*Creating with Materials*  
Combine media to make a collage  
Children will explore and use a variety of artistic effects to express their ideas and feelings.  
Respond imaginatively to artworks and objects.  
Use tools to create different textures

*Being Imaginative*  
Children will play an instrument following a musical pattern.  
Children will invent their own narratives, stories and poems.

*Creating with Materials*  
Children will share creations, talk about process and evaluate their work  
Create collaboratively sharing ideas, resources, and skills  
Combine media to create a collage

*Being Imaginative*  
Children will play collaboratively as part of a group to create, develop and act out an imaginary idea or narrative.  
Explore and engage in music making and dance, performing solo or in groups.

*Creating with Materials*  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
I can recognise, create and describe pattern  
Create shades of colour

|  |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                 |                        |                     |  |               |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------|--|---------------|
|  | Focus Artist: Andy Goldsworthy                                                                                                                                                                                                                                                                                                   | <p>Use different techniques for joining materials</p> <p>Develops their own ideas through experimentation with diverse materials.</p> <p>Children will safely explore different techniques for joining materials.</p> <p>Focus Artist: Kandinsky / Mondrian</p> | Focus Artist: Van Gogh | Focus artist: Monet |  | Focus Artist: |
|  | <p><b>Creating with Materials:</b> 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.</p> |                                                                                                                                                                                                                                                                 |                        |                     |  |               |
|  | <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>                                                |                                                                                                                                                                                                                                                                 |                        |                     |  |               |