

Maple Class Long Term Plan 2023-24

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks + 2 days)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks + 2 days)
Topic	Marvellous Me!	The Most Wonderful Time of the Year	Out of This World	Tell Me a Story	Amazing Animals	Seaside Adventure
Trips/ Visits	Walk around the village Forest School x1	Christmas service at Church Forest School x1	Forest School x1	Easter Service at Church Forest School x1	May Day celebration Forest School x1	Forest School x1
Key Events WOW Moments Enrichment Weeks	Black History Month (Oct) Climate day (11 th Oct) Diwali (24 th Oct) Harvest	Halloween / Bonfire Night Remembrance Day South Africa Week Diwali (12 th Nov) Anti-Bullying Week (13 th -17 th Nov) World Kindness day (13 th Nov) Road safety week (20 th Nov) Nativity performance Church service Children in Need (17 th Nov)	Safer internet day (6 th Feb) Chinese New Year (10 th Feb) Pancake Day (13 th Feb)	Ramadan (10 th March) Mother's Day (10 th March) World Book Day (7 th March) Science week (8 th -17 th March) World Poetry Day (21 st March) Holi Festival (24 th March) Easter	May Day Book week (2 nd May) Mental Health awareness week (13 th -20 th May) Father's Day and Eid (16 th June)	Arts Week (6-9 th Jun) Father's Day (18 th Jun) Sports Week Sports Day
Parental Involvement	Staggered Start: 5 th -1/2, 6 th – all until lunch, 7 th – full time Curriculum Evening for parents Open classroom event	Parents Evenings (7 th and 8 th Nov) Nativity Performance- 14 th Dec Church Service		Parents Evenings Sharing worship- (1 st March)	May Day celebrations	Sports Day End of Year Reports
Assessment Opportunities	Nursey ass. / All About Me In-house baseline data (fine/gross motor, PSED, number, phonics) National Baseline Assessment Portfolio	Pupil progress meetings Parents evening info On-going assessments In EYFS team meetings Portfolio End of term assessment data	GLD Projections for EOY In-house moderation On-going assessments Phonics/ Tricky Words In EYFS team meetings Portfolio	Parents evening info On-going assessments In EYFS team meetings Portfolio Phonics/ Tricky Words End of term assessment data	Pupil progress meetings BLiP EYFS moderation On-going assessments In EYFS team meetings Portfolio	End of Year Reports End of Year data On-going assessments Phonics/ Tricky Words In EYFS team meetings Portfolio
Characteristics of Effective Learning (Linked to Independent Learning Powers)	<i>Be curious</i> P&E (engagement) Finding out and exploring: Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open-ended activity. Showing particular interests	<i>Try your best</i> P&E (engagement) Being willing to have a go: Initiating activities. Seeking challenge. Showing a 'can do' attitude. Taking a risk, engaging in new experiences, and learning by trial and error	<i>Challenge Yourself</i> C&TC (thinking) Making links: Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences, cause/effect AL (motivation) Being involved and concentrating: Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination. Not easily distracted. Paying attention to details	<i>Persevere</i> AL (motivation) Keeping on trying: Persisting with activity when challenges occur. Showing a belief that more effort or a different approach will pay off. Bouncing back after difficulties AL (motivation) Enjoy achieving what they set out to do: Showing satisfaction in meeting their own goals. Being proud of how they accomplished something- not just the end result. Enjoying meeting challenges for their own sake rather than external rewards/praise	<i>Improve Things</i> C&TC (thinking) Having their own ideas: Thinking of ideas. Finding ways to solve problems. Finding new ways to do things C&TC (thinking) Choosing ways to do things: Planning, making decisions about how to approach a task, solve a problem and reach goals. Checking how well their activities are going. Changing strategy as needed. Reviewing how well the approach worked	<i>Work Together</i> P&E (engagement) Playing with what they know: Pretending objects are things from their experience. Representing their experiences in play. Taking on a role in their play. Acting out experiences with other people

P R I M E A R E A S	Communication and Language	<p><u>Listening, Attention and Understanding</u></p> <p>Children will understanding how to have good listening skills – looking at who is talking.</p> <p>Children will understand why listening is important.</p> <p>Children will listen carefully to a story.</p> <p>Children will ask what questions.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will ask who questions.</p> <p>Children will listen to and talk about stories to build familiarity and understanding.</p> <p>Children will learn a fireworks poem and Christmas songs.</p> <p>Children will talk about key events in a story.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will ask when questions.</p> <p>Children will listen carefully to rhyming words, paying attention to how they sound.</p> <p>Children will identify the main characters in the story and talk about their feelings.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will ask where questions.</p> <p>Children will join in with repeated refrains in a story.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will ask why questions.</p> <p>Children will engage in non-fiction books.</p> <p>Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will ‘hot seat’ characters from a story.</p> <p>Children will link events in a story to their own experiences.</p>
		<p><u>Speaking</u></p> <p>Children will develop social phrases.</p> <p>Children will know and retell ‘The Little Red Hen’ (Harvest) ‘On the Way Home’</p> <p>Children will know and use vocabulary linked to their theme ‘Marvellous Me!’ including: <i>special, unique, similar, and different.</i></p>	<p><u>Speaking</u></p> <p>Children will describe events in some detail.</p> <p>Children will know and retell ‘It was a Cold, Dark, Night’ ‘The Christmas Story’</p> <p>Children will know and use vocabulary linked to their theme ‘The Most Wonderful Time of the Year’ including: <i>tradition, remembrance, nocturnal, celebration, and nativity.</i></p>	<p><u>Speaking</u></p> <p>Children will describe events in some detail.</p> <p>Children will know and retell ‘The Way Back Home’.</p> <p>Children will know and use vocabulary linked to their theme ‘Ticket to Ride’ including: <i>planet names, globe, parts of a plant, astronaut, and timeline.</i></p>	<p><u>Speaking</u></p> <p>Children will articulate their ideas and thoughts in well-formed sentences.</p> <p>Children will know and retell ‘The Gingerbread Man’ ‘The 3 Little Pigs’</p> <p>Children will know and use vocabulary linked to their theme ‘Tell Me a Story’ including: <i>character, setting, past, medieval, Jesus, and materials.</i></p>	<p><u>Speaking</u></p> <p>Children will connect one idea or action to another using a range of connectives.</p> <p>Children will know and retell ‘Rumble in the Jungle’.</p> <p>Children will know and use vocabulary linked to their theme ‘Amazing Animals!’ including: <i>life cycles, endangered, habitats, and hibernate.</i></p>	<p><u>Speaking</u></p> <p>Children will express ideas using past and present tense.</p> <p>Children will know and retell ‘Tiddler’ ‘The Blue Giant’</p> <p>Children will know and use vocabulary linked to their theme ‘Seaside Adventure’ including: <i>fossils, marine life, Punch and Judy, ocean, recycling, and environment.</i></p>
		<p>Across all terms and topics: <u>Listening, Attention and Understanding</u></p> <p>Learn new vocabulary</p> <p>Engage in story times.</p>					
		<p>Across all terms and topics: <u>Speaking</u></p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>					
		<p><u>ELG - Listening, Attention and Understanding:</u> 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.</p>					
		<p><u>ELG - Speaking:</u> 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.</p>					
	Personal, Social and Emotional Development	<p><u>Self-Regulation</u></p> <p>Sharing special bags/ likes and dislikes</p> <p>Understanding of their own feelings and those of others - The Colour Monster.</p>	<p><u>Self-Regulation</u></p> <p>Independent Learning Powers</p> <p>Listening to others</p>	<p><u>Self-Regulation</u></p> <p>How behaviour can affect others</p> <p>Growth Mindset</p>	<p><u>Self-Regulation</u></p> <p>Be confident to try new activities</p> <p>Set and work towards goals</p>	<p><u>Self-Regulation</u></p> <p>How to manage feelings – anger/ frustration</p>	<p><u>Self-Regulation</u></p> <p>How to manage feelings – transitions into Year 1</p> <p>Different jobs – people who help us, vet, author, farmer, artist, musician, vicar</p>

		<u>Managing Self</u> Explain the reasons for rules, know right from wrong (Class/ school rules, behaviour choices and consequences)	<u>Managing Self</u> Being a safe pedestrian Manage own basic hygiene/ personal needs: dressing, toileting independently	<u>Managing Self</u> Sensible amounts of 'screen time' & online Safety Oral health/ Tooth brushing	<u>Managing Self</u> Having a good sleep routine Resilience and perseverance in the face of challenge	<u>Managing Self</u> Healthy food choices/ food groups and balanced meals	<u>Managing Self</u> Regular physical activity
		<u>Building Relationships</u> Positive attachments Similarities and differences between people	<u>Building Relationships</u> Anti-Bullying Week	<u>Building Relationships</u> Showing kindness and sensitivity to their own and to others' needs.	<u>Building Relationships</u> The point of view of someone else	<u>Building Relationships</u> Friendships (What makes a good friend)	<u>Building Relationships</u> Resolving conflicts and working together
		Development Matters (Children in Reception)					
		Children will see themselves as a valuable individual. Children will see themselves as unique by sharing their hobbies and interests. Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding. Children will know how to make the right choice and the consequences of not doing so. Children will build constructive and respectful relationships. Children will recognise similarities and difference between people.	Children will know independent learning skills. Children will know how to be a safe pedestrian and why this is important. Children will manage their own basic hygiene needs. Children will know how to listen to others with respect. Children will understand what bullying is.	Children will know the effects of their behaviour on others. Children will know what a 'Growth Mindset' is. Children will know what a sensible amount of screen time is and why this is important for their health. Children will know how regular teeth brushing is important for their health. Children will know how to treat others in our class. Children will consider the feelings of others.	Children will know about the importance of a good sleep routine for their health. Children will know how to overcome challenges. Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.	Children will know to use the calm corner when they are feeling upset/angry. Children will know how a balanced diet is important for their health. Children will be able to describe what makes a good friend including attributes such as listening and sharing.	Children will know how to talk about their feelings about transition. Children will know about different jobs. Children will know how regular exercise is important for their health. Children will know how to resolve a problem by talking it through with a friend or adult.
		<u>ELG - Self-Regulation:</u> 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.					
		<u>ELG - Managing Self:</u> 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.					
		<u>ELG - Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

	Physical Development	Fine Motor	<p>Baseline assessment – cutting, pencil grip and pencil control</p> <p>Developing tripod pencil grip and sitting posture for writing. Ribbons and streamers for developing shoulder and elbow strength.</p> <p>Getting changed into PE kits. Starting with shoes and socks. Taking off jumpers independently and correcting coat sleeves.</p> <p>Use a range of small tools – Hammers Big and small paintbrushes</p> <p>Playdough Ipads – writing wizard/ Prowise</p> <p>Letter formation - names</p>	<p>Getting changed for PE. Undoing and doing up buttons.</p> <p>Independently putting on and zipping up coats.</p> <p>Dough Disco Playdough Ipads – writing wizard/ Prowise</p> <p>Use a range of small tools – Scissors: cutting snips in paper (hedgehogs) Big and small paintbrushes</p> <p>Letter formation - Long Ladders</p>	<p>Putting on gloves independently.</p> <p>Threading</p> <p>Dough Disco Playdough Ipads – writing wizard/ Prowise</p> <p>Use a range of small tools – Spoons Scissors – cutting a straight line</p> <p>Letter formation – One-armed Robots</p>	<p>Weaving</p> <p>Dough Disco Playdough Ipads – writing wizard/ Prowise</p> <p>Use a range of small tools – Forks Scissors – cutting zigzags</p> <p>Letter formation – Curly Caterpillars</p>	<p>Dough Disco Playdough Ipads – writing wizard/ Prowise</p> <p>Use a range of small tools – Knives and forks Big and small paintbrushes</p> <p>Letter Formation – Zig-Zag Monsters</p>	<p>Sewing</p> <p>Dough Disco Playdough Ipads – writing wizard/ Prowise</p> <p>Use a range of small tools – Scissors – cutting circles Big and small paintbrushes</p> <p>Letter formation – descending letters (q, y, p, j, g ,f) and capital letters</p>
			Development Matters (Children in Reception)					
			<p>Children will show a preference for a dominant hand.</p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to take shoes and socks on and off.</p> <p>Children will know how to take off jumpers and coats, and correct the sleeves.</p> <p>Children will write their name correctly.</p>	<p>Children will know how to do up and undo buttons.</p> <p>Children will know how to zip up their coat.</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will use a comfortable grip with good control when holding pens and pencils.</p> <p>Children will write some letters accurately: Long ladders.</p>	<p>Children will know how to put on gloves.</p> <p>Children will know how to thread objects onto a string or pipe-cleaner.</p> <p>Children will know how to use two-hole scissors to cut lines in paper.</p> <p>Children will know how to use a spoon.</p> <p>Children will write some letters accurately: One-armed Robots</p>	<p>Children will know how to weave strips of fabric.</p> <p>Children will know how to use two-hole scissors to cut zig-zags in paper.</p> <p>Children will know how to use a fork.</p> <p>Children will write some letters accurately: Curly Caterpillars</p>	<p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children will know how to use two-hole scissors to cut circles in paper.</p> <p>Children will know how to use a knife and fork.</p> <p>Children will write some letters accurately: Zig-Zag Monsters</p>	<p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children will know how to thread and sew.</p> <p>Children will know how to use two-hole scissors to cut circles in paper.</p> <p>Children will write descending letters correctly.</p> <p>Children will know how to correctly form capital letters.</p>

S P E C I F		Gross Motor	<p>Baseline assessments.</p> <p>- Negotiating space - Adjusting speed - Using space safely - Move energetically</p> <ul style="list-style-type: none"> walking • running • hopping <p>- Warm ups / cool downs</p> <p>Complete PE Sessions: <i>Gymnastics: High, Low, Over, Under</i> <i>Gymnastics - Moving</i></p>	<p>Gymnastics using equipment and mats • rolling</p> <ul style="list-style-type: none"> jumping • balancing <p>Complete PE Sessions: <i>Locomotion – Jumping</i> <i>Gymnastics : High, Low, Over, Under</i></p>	<p>Space dance routine. Follow the leader movements.</p> <p>Complete PE Sessions: <i>Dance – Nursery Rhymes</i></p>	<p>Ball skills • rolling • bouncing</p> <ul style="list-style-type: none"> throwing and catching passing • aiming <p>Complete PE Sessions: <i>Ball Skills – Hands 1 and 2</i></p>	<p>May Day dance routine. Skipping and clapping in time to music.</p>	<p>Athletics/Sports Day - Track and field events</p> <ul style="list-style-type: none"> running • jumping throwing and catching <p>Team games</p> <ul style="list-style-type: none"> kicking • passing batting • aiming <p>Complete PE Sessions: <i>Ball Skills – Feet 1</i></p>
			Development Matters (Children in Reception)					
			<p>Children will revise and refine the fundamental movement skills they have already acquired: • rolling • crawling</p> <ul style="list-style-type: none"> walking • jumping • running hopping • skipping • climbing <p>Children will know how to safely negotiate spaces and move in a variety of ways.</p> <p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Children will roll, jump and balance in different ways.</p> <p>Children will combine different movements with ease and fluency.</p> <p>Children will develop overall body strength, co-ordination, balance and agility.</p> <p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Children will join in with choreographed dances (EAD).</p> <p>Children will combine different movements with ease and fluency.</p> <p>Children will develop overall body strength, co-ordination, balance and agility.</p>	<p>Children will know how to roll and bounce a ball.</p> <p>Children will know how to throw and catch different sized balls.</p> <p>Children develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Children will know two dance routines to perform during May Day celebrations.</p> <p>Children will join in with choreographed dances (EAD).</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Children will take part in a variety of Sports Day races:</p> <ul style="list-style-type: none"> running • skipping • sack egg and spoon • obstacle <p>Children will know how to kick and pass different sized balls.</p> <p>Children will know how to bat and aim using different sized balls.</p> <p>Children develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
			<p>ELG - Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG - Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
S P E C I F	Literacy		<p><u>Comprehension</u></p> <p>Baseline Assessment</p> <p>Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p>
			<p><u>Word Reading</u></p> <p>Baseline Assessment</p> <p>Bug Club Phonics Phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck</p>	<p><u>Word Reading</u></p> <p>Bug Club Phonics Phase 2/3 sounds: e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz</p> <p>Tricky Words: no, go, to, into</p>	<p><u>Word Reading</u></p> <p>Bug Club Phonics Phase 3 sounds: qu, ch, sh, th, ng, ai, ee, igh, oa</p> <p>Tricky Words: he, she, we, me, be, was</p>	<p><u>Word Reading</u></p> <p>Bug Club Phonics Phase 3 sounds: oo, Oo, ar, or, ur</p> <p>Tricky Words: you, they, all, are, my, her</p>	<p><u>Word Reading</u></p> <p>Bug Club Phonics Phase 3 sounds: ow, oi, ear, air, ure, er</p> <p>Tricky Words: said, have, like, so, out, do</p>	<p><u>Word Reading</u></p> <p>Bug Club Phonics recap of Phase 3 sounds and begin some Phase 4 sounds</p>

I C A R E A S		Tricky Words: I, the Initial sounds and alliteration	Initial sounds and alliteration CVC words	CVC words	CVC words	CVC words	Tricky Words: some, come, were, what, there, little, one, when CCVC/ CVCC words
		Writing Baseline Assessment Representing the sounds with a letter or letters (emergent writing) Name writing Labels/ initial sounds	Writing Spell words by identifying sounds in them Labels, lists and captions (linked to Autumn stories/ 'It was a Cold, Dark, Night') Non-fiction - Letters to Father Christmas/ Christmas cards (linked to Christmas stories/ 'Santa Post') Writing about Diwali (linked to 'The Best Diwali Ever') Winter writing	Writing How words can combine to make sentences – use of finger spaces Captions and simple sentences (linked to Space stories and NF books/ 'Professor Astrocat's Solar System', 'The Way Back Home') Rhyming words (linked to 'Oi Frog' series of books) Speech bubble writing linked to 'The Way Back Home' Writing about Chinese New Year	Writing Lower case/ capital letters Captions and simple sentences - Use of capital letters and full stops Traditional tales – 'The Three Little Pigs' (character description) Traditional tales – 'The Gingerbread Man' (retelling)	Writing Captions and simple sentences – Use of capital letters and full stops Sentence writing (linked to animal stories and NF books/ 'You Can't Take an Elephant on the Bus') Instructions/ recipes (linked to recipe books/ 'Bears Don't Eat Egg Sandwiches') Speech bubble writing linked to 'Leaf'	Writing Captions and simple sentences – Use of capital letters and full stops Recounts (linked to own experiences/ 'The Blue Giant') Stories (linked to under the sea stories/ 'Tiddler') Labelling areas of the seaside linked to 'What The Ladybird Heard at the Seaside'
		Development Matters (Children in Reception)					
		Children will read and correctly form the sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck Children will know some common exception words: l, the. Children will hear and identify initial sounds in words. Children will blend known sounds into words. Children will know how to correctly form the letters in their name. Children will know how to write their name. Children will know how to write initial sounds.	Children will read and correctly form the sounds: e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz Children will know some common exception words: no, go, to, into. Children will hear and identify initial sounds in words. Children will blend known sounds into words. Children will know how to write CVC words.	Children will read and correctly form the sounds: qu, ch, sh, th, ng, ai, ee, igh, oa Children will know some common exception words: he, she, we, me, be, was Children will blend known sounds in words including digraphs. Children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Children will know how to use finger spaces between words in a caption or sentence.	Children will read and correctly form the sounds: oo, Oo, ar, or, ur Children will know some common exception words: you, they, all, are, my, her Children will blend known sounds in words including digraphs and trigraphs. Children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Children will know how to correctly form capital letters. Children will know how to use capital letters and a full stop in a sentence.	Children will read and correctly form the sounds: ow, oi, ear, air, ure, er Children will know some common exception words: said, have, like, so, out, do Children will blend known sounds in words including digraphs and trigraphs. Children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Children will know how to use capital letters and a full stop in a sentence. Children will know how to write a short sentence.	Children will sound and blend words with Bug Club sounds Phases 2, 3 and 4. Children will know some common exception words: some, come, were, what, there, little, one, when Children will blend known sounds in words including digraphs and trigraphs. Children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Children will know how to use capital letters and a full stop in a sentence.

				Children will know how to write CVC words using digraphs. Children will recognise rhyming words.	Children will know how to write a character description.	Children will know how to write a set of simple instructions.	Children will know how to write a recount as a postcard. Children will know how to write a simple story. Children will know how to read what they have written to check it makes sense.
		<p>ELG - Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>ELG - Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG - Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
Mathematics		<p>Number and Numerical Patterns</p> <p>WRM 'Getting to Know You' Baseline Assessments – Number & SSM</p> <p>WRM 'Match, sort and compare' - Match and sort - Compare amounts</p>	<p>Number and Numerical Patterns</p> <p>WRM 'It's Me 1 2 3' - Representing 1, 2 & 3 - Comparing 1, 2, & 3 - Composition of 1, 2 & 3</p> <p>WRM: 1, 2, 3, 4, 5 - Find 4 and 5 - 1 more and 1 less - Composition of 1-5</p>	<p>Number and Numerical Patterns</p> <p>WRM 'Alive in 5' - Introducing zero - Comparing numbers to 5 - Composition of 4 & 5</p> <p>WRM 'Growing 6, 7, 8' - 6, 7, 8 - Making pairs</p>	<p>Number and Numerical Patterns</p> <p>WRM 'Growing 6, 7, 8' (cont.) - Combining two amounts</p> <p>WRM 'Building 9 & 10' - Counting to 9 & 10 - Comparing numbers to 10 - Number bonds to 10</p>	<p>Number and Numerical Patterns</p> <p>WRM 'To 20 and beyond' - Building numbers beyond 10 - Counting patterns beyond 10</p> <p>WRM 'How many now?' - Adding more - Taking away</p>	<p>Number and Numerical Patterns</p> <p>WRM: 'Sharing and Grouping' - Sharing - Grouping - Even and odd - Exploring doubles</p> <p>WRM: 'Make connections' - Deepen understanding - Patterns and relationships</p>
		Development Matters (Children in Reception)					
		<p>Children will match and sort.</p> <p>Children will count objects, actions and sounds.</p> <p>Children will count with 1:1 correspondence.</p> <p>Children will verbally count to 10.</p>	<p>Children will link the number symbol (numeral) with its cardinal number value to 5.</p> <p>Children will subitise to 5.</p> <p>Children will understand and identify one more and one less within 5.</p> <p>Children will estimate amounts to 5.</p> <p>Children will represent numbers to 5.</p> <p>Children will count forwards and backwards within 10.</p>	<p>Children will identify 0.</p> <p>Children will link the number symbol (numeral) with its cardinal number value to 5.</p> <p>Children will understand and identify one more and one less within 5.</p> <p>Children will know number bonds to 5.</p> <p>Children will know addition and subtraction facts within 5</p> <p>Children will make pairs.</p>	<p>Children will count beyond 10.</p> <p>Children will explore the composition of numbers to 10</p> <p>Children will compare numbers to 10.</p> <p>Children will estimate amounts to 10.</p> <p>Children will understand and identify one more and one less within 10.</p> <p>Children will combine 2 group</p>	<p>Children will count in 2s, 5s, and 10s.</p> <p>Children will know addition and subtraction facts within 10.</p> <p>Children will verbally count beyond 20.</p> <p>Children will compare numbers to 20.</p> <p>Children will add more and take away within 20.</p> <p>Children will build and identify numbers to 20.</p>	<p>Children will count in 2s, 5s, and 10s.</p> <p>Children will double within 10.</p> <p>Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p>

				Children will verbally count beyond 10. Children will represent numbers to 8.	Children will automatically recall number bonds for numbers 0–5 and some to 10. Children will represent numbers to 10.	Children will represent numbers beyond 10.	
		<u>Measure, Shape, and Spatial Thinking</u> <i>WRM: Talk about measure and patterns</i> - Compare size, mass & capacity - Exploring pattern	<u>Measure, Shape, and Spatial Thinking</u> <i>WRM 'It's Me 1 2 3'</i> - Circles and triangles - Positional language <i>WRM: 'Shapes with four sides'</i> - Identify and name shapes - Combine shapes - Explore daily routine	<u>Measure, Shape, and Spatial Thinking</u> <i>WRM 'Alive in 5'</i> - Compare mass (2) - Compare capacity (2) <i>WRM 'Growing 6, 7, 8'</i> - Length & height	<u>Measure, Shape, and Spatial Thinking</u> <i>WRM 'Growing 6, 7, 8'</i> - Time <i>WRM 'Building 9 & 10'</i> - 3D shapes - Spatial awareness - Patterns	<u>Measure, Shape, and Spatial Thinking</u> <i>WRM 'To 20 and beyond'</i> - Spatial reasoning (1) - Match, rotate, manipulate <i>WRM 'How many now?'</i> - Spatial reasoning (2) - Compose & decompose	<u>Measure, Shape, and Spatial Thinking</u> <i>WRM: Manipulate, compose and decompose</i> - Rotate shapes - Manipulate shapes - Compose and decompose <i>WRM: 'Visualise, build and map'</i> - Identify repeating patterns - Create own repeated patterns - Describe position - Explore mapping <i>WRM: 'Make connections'</i> - Deepen understanding - Patterns and relationships
		Development Matters (Children in Reception)					
		Children will continue, copy and create repeating patterns (AB) Children will compare length, weight and capacity.	Children will identify and describe circles, triangles, squares and rectangles. Children will select, rotate and manipulate shapes to develop spatial reasoning skills. Children will compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children will use positional language including under, over, around and through.	Children will compare length, weight and capacity.	Children will identify a cube, sphere, cylinder and cone. Children will select, rotate and manipulate shapes to develop spatial reasoning skills. Children will compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children will continue, copy and create repeating patterns (ABB/AAB)	Children will select, rotate and manipulate shapes to develop spatial reasoning skills. Children will compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children will match patterns using tangrams and shapes.	Children will select, rotate and manipulate shapes to develop spatial reasoning skills. Children will compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Understanding the World			Children will explore time (Days of the week/ Morning, afternoon, evening, night).		Children will explore time (O'clock and half past).		
		<p>ELG - Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG - Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
	Computing	Children will know how to use the Interactive white board.	<p>Children will know how to use a camera to take photos.</p> <p>Children will know how to select an app on an iPad.</p>	<p>Children will know how to turn laptops/ iPads on and off safely.</p> <p>Children will know how to stay safe when using tech (asking for help). Linked to PSED.</p>	<p>Children will know how to record a video using a camera or iPad.</p> <p>Children will know how to make digital art on the iPad/IWB.</p>	Children will know how to record sound for a Chatterpix video.	<p>Children will know how to programme a Beebot to move forwards, backwards and turn left or right.</p> <p>Children will know how to play interactive games on the iPad/IWB.</p>
	History	<p><u>Past and Present</u></p> <p>My family - Who is in my family? Sharing photos</p> <p>Similarities and differences – as I have grown (Growing up timeline).</p>	<p><u>Past and Present</u></p> <p>Remembrance Day. Why do we have poppies?</p> <p>Vocabulary linked to time – past, present, future.</p>	<p><u>Past and Present</u></p> <p>Events of the past - moon landing.</p> <p>People of the past – Neil Armstrong, Katherine Johnson, Mae Jemison</p>	<p><u>Past and Present</u></p> <p>Homes of the past (inspired by fairy tale homes)</p> <p>Artefacts (household objects) from the past.</p>	<p><u>Past and Present</u></p> <p>David Attenborough and his achievements in the natural world.</p>	<p><u>Past and Present</u></p> <p>Seaside holidays in the past. Comparison with own experiences.</p> <p>How they have changed this year. Transition into Year 1.</p>
		Development Matters (Children in Reception)					
Understanding the World	History	<p>Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will talk about members of their immediate family and community.</p> <p>Children will name and describe people who are familiar to them.</p>	<p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>	<p>Children will compare and contrast characters from stories, including figures from the past.</p> <p>Children will know who Neil Armstrong is and why he is important.</p> <p>Children will know key events leading up to the moon landing.</p>	<p>Children will look at images of homes from the past and identify similarities and differences.</p> <p>Children will explore images, stories and artefacts from the past.</p>	<p>Children will know who David Attenborough is and why he is important.</p>	<p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p> <p>Children will comment on images and familiar situations when revisiting experiences from the year.</p> <p>Children will anticipate what it might be like in Year 1.</p>
	Geography	<p><u>People, Culture and Communities</u></p> <p>Local environment – Chesterton grounds and the village.</p> <p>Use of aerial maps of the classroom, school and village.</p>	<p><u>People, Culture and Communities</u></p> <p>Different countries and cultures. Comparison between Chesterton and South Africa (Qugqwala)</p> <p>How people in different countries celebrate Christmas.</p>	<p><u>People, Culture and Communities</u></p> <p>Using a globe and Google Earth to identify different countries.</p> <p>Drawing maps of space</p>	<p><u>People, Culture and Communities</u></p> <p>Drawing maps linked to fairy tale story settings.</p>	<p><u>People, Culture and Communities</u></p> <p>Comparisons of environments and animals from UK and other habitats including: polar, rainforest, desert and savannah.</p>	<p><u>People, Culture and Communities</u></p> <p>The Great Barrier Reef</p> <p>The seaside – rook pools, cliffs, pebble beach, sandy beach.</p>

			Development Matters (Children in Reception)					
			<p>Children will know that Chesterton is in England.</p> <p>Children will explore aerial maps of the school and village to identify features.</p> <p>Children will know that Chesterton school is located on Alcester Road.</p> <p>Children will know that Chesterton is a village near the town of Bicester and city of Oxford.</p>	<p>Children will identify similarities and differences between life in Chesterton and life in South Africa.</p> <p>Children will know how people in different countries celebrate Christmas.</p> <p>Diwali</p>	<p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will explore drawing a map.</p>	<p>Children will know how to add key features to a map.</p>	<p>Children will recognise some environments that are different from the one in which they live.</p> <p>Children will know that we do not have certain animals in England and will compare with habitats around the world.</p>	<p>Children will know what a coral reef is.</p> <p>Children will know which animals live in a coral reef.</p> <p>Children will identify features of a beach.</p>
		Science	<p><u>The Natural World</u></p> <p>Parts of the body and the five senses.</p>	<p><u>The Natural World</u></p> <p>Light and dark</p> <p>Shadows</p>	<p><u>The Natural World</u></p> <p>Space – planets and the sun.</p> <p>Plants on the moon investigation.</p> <p>Taking care of a plant/ plant life cycle.</p>	<p><u>The Natural World</u></p> <p>Forces (push/pull, magnets)</p> <p>Materials and their properties</p> <p>Explore the strength of materials to make a house for the 3 Little Pigs.</p> <p>Melting and solidifying</p>	<p><u>The Natural World</u></p> <p>Animals not from the UK</p> <p>Matching animals and their young.</p> <p>Endangered animals.</p>	<p><u>The Natural World</u></p> <p>Eco friendly behaviour and pollution</p> <p>Floating and Sinking</p> <p>Animals that live underwater</p>
			Development Matters (Children in Reception)					
			<p>Children will know the names of body parts: shoulders, elbows, knees, ankles etc.</p> <p>Children will know the 5 senses: taste, smell, hearing, sight, and touch.</p>	<p>Children will know how a shadow is made.</p> <p>Children will identify sources of light.</p>	<p>Children will know that there are 8 planets in the solar system.</p> <p>Children will know the life cycle of a flower.</p> <p>Children will know how to care for a plant.</p>	<p>Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p> <p>Children will know which materials are waterproof.</p> <p>Children will know which materials are strong.</p> <p>Children will melt and solidify different substances such as chocolate and butter.</p>	<p>Children will sort animals into those that live on land, sea or sky.</p> <p>Children will match animals to their young.</p> <p>Children will sort animals</p> <p>Children will know what ‘endangered’ means.</p>	<p>Children will know which items float or sink.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know how to care for the natural environment.</p>
		R.E.	<p><u>People, Culture and Communities</u></p> <p><i>Christian Focus</i></p> <p>Is the word “God” special? Find out about their special things, people, places and stories, and how they are treated. Explore whether everyone has the same ideas</p>	<p><u>People, Culture and Communities</u></p> <p><i>Christian Focus</i></p> <p>Why do Christians perform nativity plays? Explore the person of Jesus. Design a nativity scene. Dressing up and acting out</p>	<p><u>People, Culture and Communities</u></p> <p>What should we celebrate together? Explore celebrations they know e.g. Birthday, anniversary, wedding and Harvest etc.</p>	<p><u>People, Culture and Communities</u></p> <p>Does an Easter garden need a cross? Look for cross symbols. Make and design crosses. Make Easter gardens. Read the Easter story.</p>	<p><u>People, Culture and Communities</u></p> <p>Are some foods special? Look at the kinds of food eaten at celebrations. Look at the foods connected with religious festivals e.g. Rosh Hashanah, Ramadan and Eid.</p>	<p><u>People, Culture and Communities</u></p> <p>What do people believe about the beginning of the world? Read creation stories (Christian and Hindu) Create their own world.</p>

			about what is special. Interview a vicar about why God is special to them. Design a VIP, or make a box of the things that are most special to them. Explore things that are special to Christians. Explore the characteristics of God.	nativity plays and Christmas stories. Think about the impact of watching something rather than reading it. Compare Nativity performances verses story book retelling. Learn about Diwali celebrations	Think about why celebrating together is better than alone.	Discuss other things that are special at Easter – Symbols: cross, hot cross buns, bunnies, chicks, eggs, flowers, colours. Focus on why the cross is special.		Listen to music, “wow” walk to inspire questions about creation, care for some plants or animals (guardianship).
			Development Matters (Children in Reception)					
			Children will know what is special to them and their families. Children will know what a church/ Bible/ vicar/ prayer is. Children will name and explain the purpose of a church. Children will understand that some places are special to members of their community. Children will know why God is special to Christians.	Children will know the Christian Christmas story. Children will know how Christmas is celebrated in different ways. Children will know that Christmas is a special time for Christians. Children will know why nativity plays are performed.	Children will name and explain the purpose of a temple (Mandir). Children will understand that some places are special to members of their community. Children will know the story of Diwali. Children will know how Diwali is celebrated. Children will recognise that people have different beliefs and celebrate special times in different ways.	Children will know the Easter story. Children will know how Easter is celebrated. Children will know that Easter is a special time for Christians.	Children will recognise that people have different beliefs and celebrate special times in different ways. Children will know that names of special foods eaten during Rosh Hashanah. Children will know why some foods are special. Children will know when special foods are eaten.	Children will recognise that people have different beliefs and celebrate special times in different ways. Children will know the story of creation from the Bible. Children will know the story of creation from The Vedas. Children will understand why people want to look after the world.
		Outdoor Learning	<u>The Natural World</u> Explore outdoor equipment and learn how to keep safe. Intro to the outdoor kitchen. ‘ <i>Leaf Man</i> ’ book Leaf pictures inspired by Andy Goldsworthy (Initials) Leaf crowns Harvesting fruit (blackberries, pears and apples) Sorting natural and man-made materials Exploring pumpkins and their seeds. ‘ <i>How Many Seeds in a Pumpkin?</i> ’ book. Making kites to explore windy weather.	<u>The Natural World</u> Learn about hedgehogs/ UK nocturnal animals (owls, foxes, badgers) (book link). Bonfire night and fireworks. Use maps to identify areas around the school. Hidden animal hunt. Explore foggy weather and how to stay safe using hi-vis jackets/ light and dark/ den making. Making Christmas decorations using natural materials (stick trees).	<u>The Natural World</u> Learn about snow and icy weather. Ice experiments and investigations. Learn about UK birds (linked to Big Garden Birdwatch). Use binoculars to go bird watching, make bird food, make bird nests, and learn about the life cycle of a UK bird.	<u>The Natural World</u> Learn about rainy weather and how rainbows are made. Design and create an Easter garden using natural materials. Design and create a fairy garden using natural materials. Planting flowers, peas and carrots.	<u>The Natural World</u> Identify and sort different insects, e.g. with/ without wings, 0, 6, or 8 legs. The lifecycle of an insect, e.g. ladybird or butterfly. Building a bug house/ wormery. Painting pebble bugs Bees and how to look after them. How honey is made Mini-beast hide-and-seek hunt. Plant lifecycles, e.g. sunflowers.	<u>The Natural World</u> Learn about sunny weather and how to stay safe. Den building and shelters. Colours in nature and creating colourful crowns using flowers and natural objects. Paint card colours Planting pumpkin seeds from the autumn. Garden centre role play. Environmental issues – reduce, recycle, reuse. Litter picking. Forest School (5 sessions)

		Development Matters (Children in Reception) All terms: *Children will explore the natural world around them safely. *Children will use new vocabulary in different contexts. *Children will describe what they see, hear and feel whilst outside.					
		Children will identify natural and man-made materials. Children will create artwork inspired by Andy Goldsworthy. Children will explore windy weather. Children will identify the parts of a pumpkin. Children will recognise the changes and signs of the Autumn season.	Children will recognise and name UK wildlife and nocturnal animals. Children will know how bonfire night is celebrated. Children will know how to keep safe in the dark or fog. Children will know how to make a decoration using natural materials. Children will identify areas of school using a simple map. Children will recognise the changes and signs of the Winter season.	Children will explain how ice can melt and freeze. Children will recognise and name UK birds. Children will know how to take care of garden birds. Children will know the life cycle of a bird.	Children will know how rainbows are made. Children will know how rain is essential for plants to grow. Children will know how to plant seeds. Children will create gardens using natural objects. Children will recognise the changes and signs of the Spring season.	Children will know how to identify and sort insects. Children will understand the life cycle of an insect. Children will know the life cycle of a plant. Children will know how to protect bees and create a safe environment for them. Children will know how honey is made.	Children will know how to stay safe in sunny weather. Children will know how to build a den. Children will know how to look after the natural environment. Children will identify parts of a flower. Children will recognise the changes and signs of the Summer season.
		<p>ELG - 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.</p> <p>ELG - 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, nonfiction texts and (when appropriate) maps.</p> <p>ELG - 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.</p>					
Expressive Arts and Design	Art and DT	<u>Creating with Materials</u> Observational drawing and painting - Self-portraits Printing with vegetables – linked to Harvest Junk modelling- linked to Climate action day	<u>Creating with Materials</u> Fireworks and bonfire night collage 3D Christmas cards using a slot join (Christmas tree) Cooking – South African food (Malva pudding) Baking and decorating Christmas biscuits Diwali (group collage rangoli patterns using gems) Winter themed art	<u>Creating with Materials</u> Junk modelling build a rocket using tab joins. Chinese New Year (lanterns) Space – Flying saucers with model aliens (linked to 'The Way Back Home')	<u>Creating with Materials</u> Drawing characters from traditional tales Observational painting of daffodils/ tulips using water colour paints Easter cards (split pin egg and chick/ finger painting) Spring themed art	<u>Creating with Materials</u> Observational drawing using oil pastels – wild animal Textiles (animal sock puppets – sew on button eyes) Cooking – making sandwiches (linked to Literacy)	<u>Creating with Materials</u> Art week – linked to France Artist study - Katsushika Hokusai 'The Great Wave' 'The Great Wave' book Observational drawing and painting - Self-portraits (compare to Sept version).

Music	Artistic effects – Drawing, Painting, Printing, Sculpture, Textiles, Collage, Artist study Materials – chalk, oil pastels, ready mix paint, watercolour, pencils, clay, plasticine, papier mache? , natural objects					
	Development Matters (Children in Reception)					
	Children will know which glue to use for their chosen purpose. Children will know how to use adhesive tape. Children will know how to draw a person – head, body, arms, legs and facial features. Children will know how to print.	Children will know how to make a collage using paper. Children will know how to mix primary colours to make secondary colours using ready mix paints. Children will know how to make a slot join. Children will know how to decorate with icing.	Children will know which glue or tape to use for their chosen purpose. Children will know how to make a tab join. Children will know how to reuse materials for crafts. Children will know how to create collaboratively. Children will know how to cut and fold a Chinese lantern. Children will know how to model with clay/plasticine.	Children will know how to draw a character and its features. Children will know how to use and mix watercolour paints. Children will consolidate their knowledge of how to use split pins.	Children will know how to use oil pastels. Children will know how to sew a button. Children will know how to prepare a sandwich.	Children will know how to create collaboratively. Children will know how to reuse materials for crafts. Children will know how to make different shades of the same colour. Children will consolidate their knowledge of how to draw a person – head, body, arms, legs and facial features.
	<u>Being Imaginative and Expressive</u> Charanga Autumn Unit 1 ‘Me!’	<u>Being Imaginative and Expressive</u> Charanga Autumn Unit 2 ‘My Stories’ Singing for Nativity	<u>Being Imaginative and Expressive</u> Charanga Spring Unit 1 ‘Everyone!’	<u>Being Imaginative and Expressive</u> Charanga Spring Unit 2 ‘Our World’	<u>Being Imaginative and Expressive</u> Charanga Summer Unit 1 ‘Big Bear Funk’	<u>Being Imaginative and Expressive</u> Charanga Summer Unit 2 ‘Reflect, Rewind and Replay’
	Development Matters (Children in Reception)					
	Children will know the nursery rhymes/ songs: - Pat-a-cake - 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things For Fingers Children will know how to copy clap the rhythm of names. Children will know how to explore high sounds and low sounds using voices and glockenspiels Children will sing in a group or on their own. Children will listen attentively, move to and talk about music,	Children will know the nursery rhymes/ songs: - I’m A Little Teapot - The Grand Old Duke Of York - Ring O’ Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Children will know Christmas songs from the Nativity and carol service. Children will know how to copy clap the rhythm of small phrases from songs. Children will know how to explore high and low pitch in the context of the songs. Children will sing in a group or on their own.	Children will know the nursery rhymes/ songs: - Wind The Bobbin Up - Rock-a-bye Baby - Five Little Monkeys - Twinkle Twinkle - If You’re Happy And You Know It - Head, Shoulders, Knees & Toes Children will know how to copy clap the rhythm of phrases from songs. Children will know how to explore high and low pitch in the context of the songs. Children will sing in a group or on their own. Children will experiment with different ways of playing instruments.	Children will know the nursery rhymes/ songs: - Old Macdonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels On The Bus - The Hokey Cokey Children will know how to copy clap the rhythm of phrases from songs. Children will know how to explore high pitch and low pitch using the images from the songs. Children will sing in a group or on their own. Children will experiment with different ways of playing instruments.	Children will know the nursery rhymes/ songs: - Big Bear Funk Children will know how to tap/clap along to a rhythm. Children will know how to match a pitch. Children will keep the beat of the song. Children will sing in a group or on their own. Children will experiment with different ways of playing instruments. Children will watch and talk about dance and performance art, expressing their feelings and responses.	Children will consolidate their knowledge of the nursery rhymes/ songs: - Big Bear Funk - Baa Baa Black Sheep - Twinkle Twinkle - Incy Wincy Spider - Rock-a-bye Baby - Row, Row, Row Your Boat Children will know how to tap/clap along to a rhythm. Children will know how to match a pitch. Children will know how to follow the melody. Children will sing in a group or on their own.

			expressing their feelings and responses.	Children will engage in music making and dance, performing Christmas songs and dances to an audience.	Children will join in with choreographed dances (PE)		Children will join in with choreographed dances (May Day)	
			<p><u>ELG - Creating with Materials:</u> 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><u>ELG - Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					