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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Respect**	**Kindness**	**Honesty**	**Courtesy**	**Self-Belief**	**Growth**
Key Texts	• We're Going on a Bear Hunt - Michael Rosen • This is me - George Webster • Our Class is a Family - Shannon Olsen • Fish Don't Sneeze - Kirstie Watson • The Lion Inside - Rachel Bright • The Gruffalo - Julia Donaldson • Jack and the Beanstalk	• My Pet Star - Corrinne Averiss • The Gecko and the Echo - Rachel Bright • The Smartest Giant in Town - Julia Donaldson • Handa's Surprise - Eileen Browne • Have you filled a bucket today? - Carol McCloud • The Nativity Story • Hansel and Gretel	• The boy who cried wolf • The Pandas who Promised - Rachel Bright • I'm sticking with you - Smriti Halls • Pinocchio • Finn's Little Fibs - Tom Percival • Little Red Riding Hood	• The Squirrels who Squabbled - Rachel Bright • Polar Bear Island - Lindsay Bonilla • Lost and Found - Oliver Jeffers • The Rainbow Fish - Marcus Pfister • Goldilocks and the Three Bears	• Why not? - George Webster • Incredible You - Rhys Brisenden • The Snail and the Whale - Julia Donaldson • How to Catch a Star - Oliver Jeffers • Spinderella - Julia Donaldson • The Koala who Could - Rachel Bright • The Three Little Pigs	• The Camel who had the Hump - Rachel Bright • King of the Swamp - Catherine Emmett • The Very Hungry Caterpillar - Eric Carle • Oliver's Vegetables and Oliver's Fruit Salad - Vivian French • Supertato - Sue Hendra and Paul Linnet • The Gingerbread Man
Communication and Language	**Speaking**					
	• To describe events. • To ask questions to find out more and to check they understand what has been said to them. • To develop social phrases. • To use new vocabulary in different contexts. • To share their interests with the class.	• To describe events in some detail using full sentences. • To connect one idea to another using connectives. • To develop social phrases. • To use new vocabulary in different contexts.	• To articulate their thoughts and ideas in well-formed sentences. • To use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. • To use new vocabulary in different contexts.	• To begin to express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses. • To participate in one-one discussions, offering their own ideas, using recently introduced vocabulary. • To retell stories read in class, some in exact repetition and some in their own words.	• To express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG). • To participate in one-one and small group discussions, offering their own ideas, using recently introduced vocabulary.	• To participate in small group, class and one-one discussions, offering their own ideas, using recently introduced vocabulary (ELG). • To offer explanations for why things might happen, making use of recently introduced vocabulary (ELG).
	Listening, Attention and Understanding					
	• To learn new vocabulary. • To learn songs taught in the school singing	• To learn and use new vocabulary. • To learn songs taught in the school singing	• To learn and use new vocabulary. • To learn songs taught in the school singing	• To learn and use new vocabulary. • To learn songs taught in the school singing	• To learn and use new vocabulary. • To learn songs taught in the school singing	• To learn and use new vocabulary. • To learn songs taught in the school singing

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	assemblies. • To engage in storytimes. • To understand how to listen carefully and why listening is important. • To engage in non-fiction books about people who help us. • To listen carefully to rhymes and songs, paying attention to how they sound.	assemblies. • To engage in storytimes. • To learn songs for the Nativity.	assemblies. • To listen to and talk about stories to build familiarity and understanding. • To begin to hold a conversation when engaged in back-and-forth exchanges with their teachers and peers. • To make comments about what they have heard.	assemblies. • To listen to and talk about stories to build familiarity and understanding. • To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers (ELG). • To make comments about what they have heard and ask questions to clarify their understanding (ELG).	assemblies. • To make comments about what they have heard and ask questions to clarify their understanding (ELG). • To hold a conversation when engaged in back-and-forth exchanges with their teachers and peers (ELG).	assemblies • To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during discussions (ELG). • To listen to and talk about non-fiction life cycle books to develop a deep familiarity with new knowledge and vocabulary.
	<u>Nursery Rhyme of the Week</u> • To learn the nursery rhyme of the week.					
	<u>Rhyme of the week</u> • If you're happy and you know it • Head, shoulders, knees and toes • 1, 2, 3, 4, 5 once I caught a fish alive • The wheels on the bus • Wind the bobbin up • Jack and Jill	<u>Rhyme of the week</u> • Nativity songs	<u>Rhyme of the week</u> • This old man • I am the music man • My dog • Five little monkeys • London Bridge • The Grand Old Duke of York	<u>Rhyme of the week</u> • Five little monkeys swinging in the trees • Ten in a bed • Penguin waddle • Row, row, row your boat • I'm a little teapot	<u>Rhyme of the week</u> • Ten green bottles • Five little ducks • Five little speckled frogs • Five little men in a flying saucer • Old Mcdonald had a farm • Baa Baa black sheep • Miss Polly had a dolly	<u>Rhyme of the week</u> • Five currant buns • Humpty Dumpty • Incy Wincy Spider • Twinkle, twinkle, little star • Hickory dickory dock • The King Kong konga • Build it high
PSED PSHE	**Self-regulation**					
	• To identify and express their feelings. • To explore different coping strategies to help regulate their emotions. • To consider the reasons behind their emotions. • To explore the different adjectives	• To begin to consider the feelings of others. • To focus during short whole-class activities. • To follow two-step instructions.	• To express their own feelings and consider the feelings and needs of others. • To set a target and reflect on progress throughout. • To wait for their turn. • To focus during longer whole-class sessions.	• To learn the importance of listening carefully by playing recall games. • To understand the importance of listening carefully, telling the truth and thinking of others. • To follow instructions or actions and	• To maintain focus during extended whole-class teaching. • To set and work towards simple goals (ELG). • To wait for what they want and control their immediate impulses when appropriate (ELG).	• To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly (ELG). • To give focused attention to what the teacher says, responding

	that can be used to describe feelings. • To explore different facial expressions and what they mean. • To identify different feelings and how to moderate behaviour socially and emotionally. • To follow one-step instructions.			persevere when things get difficult. • To learn to follow instructions involving several ideas or actions. • To give simple instructions.		appropriately even when engaged in an activity (ELG)
	Managing Self					
	• To independently manage their own personal hygiene needs. • To put their coat on independently. • To get changed for PE with some support. • To understand the role of a dentist and why it is important to brush our teeth.	• To get changed for PE independently. • To develop their confidence to try new activities. • To show confidence whilst performing in the Christmas Nativity.	• To understand why we have rules (link to ELG). • To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems. • To learn and practise 'grounding' coping strategies. • To understand the importance of perseverance in the face of challenge	• To manage their own basic needs independently. • To see themselves as a valuable individual.	• To explain why we have rules. • To explore new activities with confidence. • To learn about the importance of exercise.	• To learn new skills, showing resilience and perseverance in the face of challenge (ELG). • To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, wellbeing and hygiene. • To know and discuss the factors that support their overall health and wellbeing. • To understand what it means to be a safe pedestrian. • To understand what it means to eat healthily and the importance of healthy food choices (ELG).
	Building Relationships					
	• To seek support from adults when needed. • To gain confidence to speak to peers and adults.	• To talk about our families. • To understand that all families are valuable and special.	• To begin to work and play cooperatively. • To build constructive and respectful relationships.	• To understand why it is important to share and cooperate with others. • To develop strategies	• To think about the perspectives of others in the class and learn about how different beliefs celebrate	• To work and play cooperatively, taking turns with others (ELG). • To show sensitivity to

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	• To begin to form positive relationships with the adults and children in Foundation.	• To talk about people that hold a special place in children's lives and think about what it means to be a valued person.	• To form positive attachments to adults and friendships with peers (ELG).	to help when trying to share with others. • To understand that it is okay to like different things.	special times. • To understand why sharing is important. • To understand the characteristics that make a good friend. • To learn the importance of supporting others by being kind. • To understand the importance of perseverance in the face of challenge.	their own needs and other's needs (ELG).
Physical Development PE	**Gross Motor**					
	• To develop the skills they need to manage lining up, queueing and mealtimes. • To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • To explore jumping and hopping in different directions, at different levels and at different speeds. • To move around safely, staying in a space. • To confidently crawl, walk, march, jog, run, skip, jump and hop. • To negotiate space and obstacles safely with consideration for themselves and others whilst playing a game.	• To further develop the skills they need to manage lining up, queueing and mealtimes. • To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • To revise and refine the fundamental skills that they have already acquired including; rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. • To compose and perform dances and short dances that express and communicate moods, ideas and feelings,	• To move in high and low ways and explore making high and low shapes. • To confidently and safely use a range of large and small apparatus. • To explore movements and shapes in high, low, under and over ways on the apparatus. • To move with developing control and grace. • To combine different movements with ease and fluency. • To demonstrate strength, balance and coordination when playing (ELG).	• To explore different ways of pushing, rolling and bouncing a ball. • To bounce a ball whilst moving into a space. • To work with a partner to roll, push and bounce a ball and understand why it is important to be part of a team. • To develop and refine a range of ball skills including throwing and catching. • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • To understand how to control a ball and why it is important to keep the ball close to them.	• To explore different ways of using our feet to move with a ball. • To use their feet to control the ball. • To develop their technique of dribbling with the ball. • To develop and refine a range of ball skills including kicking, passing and aiming. • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • To develop their kicking and dribbling skills during competitions. • To collaborate and work together with their partner and in small groups.	• To understand why it is important to take turns, keep scores and follow rules when playing a game. • To move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG). • To negotiate space and obstacles safely, with consideration for themselves and others (ELG). • To understand why we need to play with equipment safely. • To travel at different speeds around a marked-out course.

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		choosing and varying simple compositional ideas.				
	Fine Motor					
	• To independently get dressed and undressed, including doing up their own zips. • To independently draw the pre-writing shapes. • To hold a pencil effectively and begin to form taught letters correctly. • To hold scissors correctly and make snips in paper.	• To independently get dressed and undressed, including doing up their own zips. • To hold a pencil effectively and form taught letters correctly. • To use a tripod grip when using mark making tools. For example large paint brushes. • To hold scissors correctly and cut along straight and zig zagged lines.	• To use a tripod grip to form taught letters accurately and efficiently. • To hold scissors correctly and cut along curved lines. • To hold a fork and spoon correctly.	• To use a tripod grip to write letters using the correct formation and controlling the size of the letters. • To use a tripod grip when using mark making tools. For example thin paint brushes. • To hold scissors correctly and cut out large shapes. • To investigate cutting different materials. • To hold a fork, spoon and knife correctly.	• To use a tripod grip to write letters using the correct formation, controlling the size of the letters and writing on the lines. • To show accuracy and care when drawing. • To hold scissors correctly and cut out small shapes. • To use a knife correctly to cut food.	• To hold a pencil effectively, using the tripod grip, in preparation for fluent writing (ELG). • To show detail, accuracy and care when drawing (ELG). • To use a range of small tools, including scissors, paintbrushes and cutlery (ELG). • To hold scissors correctly and cut a variety of materials. • To independently use a knife, fork and spoon to eat a range of meals.
Literacy	**Writing**					
	• To sit at the table demonstrating the perfect handwriting position • To practise the tripod grip • To draw the pre-writing shapes • To form the set one sounds correctly. • To write their name	• To form lower case letters correctly. • To segment and blend the sounds in CVC words. • To spell words by identifying the sound and then writing the sound with letters. • To communicate their ideas in full sentences.	• To use their phonic knowledge to write words in ways which match their spoken sounds. • To spell small, familiar words correctly and make phonetically plausible attempts at more complex words.	• To write captions with finger spaces between each word. • To form lowercase and capital letters correctly. • To re-read what they have written to check that it makes sense	• To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • To write recognisable letters, most of which are correctly formed (ELG) • To write some irregular common words.	• To write simple phrases and sentences that can be read by others (ELG). • To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG). • To use capital letters for names. • To use a keyboard to type their name.
	Word Reading					
	• To understand that we read English text from left to right and from top to bottom	• To read individual letters (set one sounds) by saying the sounds for them.	• To read some letter groups that each represent one sound and say the sounds for	• To read simple phrases made up of words with known letter-sound correspondences.	• To read words and simple sentences consistent with their phonic knowledge by	• To read aloud simple sentences and books that are consistent with their phonic

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	• To understand and name different parts of a book. • To join in with rhymes and stories. • To recognise their own name.	• To identify initial sounds in words and recognise when words start with the same sound (alliteration). • To blend three sounds into words, so that they can read CVC words made up of known letter-sound correspondences.	them. • To blend sounds into words to read short words made up of known letter-sound correspondences. • To count or clap syllables in a word.	• To read a few common exception words ('red' words).	sound-blending (ELG) • To know all of the set one sounds and some of the set two sounds. • To read and recognise some 'red' words.	knowledge, including some common exception words (ELG) • To say a sound for each letter in the alphabet and at least 10 digraphs (ELG)
	Comprehension					
	• To engage in extended conversations about stories we have read.	• To independently hold a book the correct way and turn the pages. • To retell a known story. • To sequence the events in a story using pictures.	• To re-read books to build up their confidence in word reading, fluency and understanding and enjoyment. • To use vocabulary and events from stories in their play. • To demonstrate an understanding of what has been read in class by answering questions about events and characters in the stories.	• To make suggestions about what might happen next in a story. • To talk about their favourite book. • To demonstrate an understanding of what has been read in class by retelling key events within the story.	• To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG). • To anticipate, where appropriate, key events in stories (ELG).	• To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
Maths	• To match objects/pictures with other objects/pictures. • To recognise the attributes of familiar objects and point out how they are the same. • To identify objects that do not match using the language 'same' and 'different'. • To identify sets of different objects. • To understand that collections of objects can be sorted in	• To explore different representations of 1, 2, 3, 4 and 5. • To subitise 1, 2, 3, 4 and 5. • To create their own representations of 1, 2, 3, 4 and 5. • To understand that as they count, each number they say is 1 more than the previous number. • To understand that as they count back, each number is 1 less than the number before.	• To find 0 to 5. • To subitise 0 to 5. • To represent 0 to 5. • To find 1 more than and 1 less than for numbers to 5. • To understand the composition of numbers to 5. • To explore conceptual subitising to 5. • To compare mass. • To find a balance. • To explore capacity. • To compare capacity. • To find 6, 7 and 8. • To represent 6, 7, and	• To explore and compare length. • To explore and compare height. • To talk about time. • To order and sequence time. • To find 9 and 10. • To compare numbers to 10. • To represent 9 and 10. • To explore conceptual subitising to 10. • To find 1 more and 1 less than for numbers to 10. • To explore the	• To recognise and name 3D shapes. • To find 2D shapes within 3D shapes. • To use 3D shapes for tasks. • To recognise 3D shapes in the environment. • To identify more complex patterns. • To copy and continue patterns. • To recognise patterns in the environment. • To explore the composition of	• To compose and decompose shapes. • To copy 2D shape pictures. • To find 2D shapes within 3D shapes. • To explore sharing. • To explore grouping. • To explore sharing even and odd amounts. • To play with and build doubles. • To identify units of repeating patterns. • To create and explore their own pattern rules.

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	different ways. • To use the language 'more' and 'fewer' when comparing sets of objects. • To compare and order objects by size/mass/ capacity. • To understand that patterns can be both visual and auditory. • To copy and continue AB patterns. • To create their own AB pattern.	• To explore the different ways that numbers can be partitioned into two parts and more than two parts. • To identify, name and describe circles and triangles. • To compare circles and triangles. • To recognise shapes in the environment. • To use positional language to describe how items are positioned in relation to other items. • To identify and name shapes with 4 sides. • To combine shapes with 4 sides. • To identify shapes within shapes. • To measure time in simple ways.	8. • To find one more than for numbers to 8. • To find one less than for numbers to 8. • To explore composition of numbers 6, 7 and 8. • To explore odd and even numbers and making pairs. • To find a double (to 8). • To make a double (to 8). • To combine 2 groups. • To explore conceptual subitising with numbers to 8.	composition of numbers to 10. • To explore and recall number bonds to 10. • To make arrangements of 10. • To find a double (to 10). • To make a double (to 10). • To explore even and odd numbers.	numbers beyond 10. • To continue patterns beyond 10. • To verbally count beyond 20. • To add by counting on. • To count back from a given number in order to subtract. • To select shapes for a purpose. • To rotate and manipulate shapes. • To explain shape arrangements.	• To replicate and build scenes and constructions. • To visualise from different positions. • To describe positions. • To give instructions to build. • To explore mapping. • To represent maps with models. • To create their own maps from familiar places and stories.
Understanding the World Science History Geography RE MFL Computing	**Past and Present**					
	• To comment on images of familiar situations in the past whilst sharing photos on Tapestry. • To make sense of their own life-story and their families history using photographs. • To know some similarities and differences between schools and homes in the past and now (links to ELG). • To explore computer hardware. • To talk about Ellie Simmonds and	• To comment on images of familiar situations in the past whilst sharing photos on Tapestry. • To talk about Sir David Attenborough and how he shows kindness to animals and our planet. • To understand that the environment around us changes as time passes.	• To comment on images of familiar situations in the past whilst sharing photos on Tapestry. • To show an understanding of the past through identifying toys from the past (links to ELG).	• To comment on images of familiar situations in the past whilst sharing photos on Tapestry. • To talk about Marcus Rashford and how he is courteous towards others (links to ELG). • To compare pictures from the past and present, discussing the similarities and differences (links to ELG).	• To comment on images of familiar situations in the past whilst sharing photos on Tapestry. • To talk about Neil Armstrong and the self-belief he showed. • To talk about Florence Nightingale and the self-belief she showed • To use photographs and stories to compare modes of transport from the past with the present. • To recognise special achievements.	• To comment on images of familiar situations in the past whilst sharing photos on Tapestry. • To talk about their past year. • To learn about dinosaurs and show some understanding of the past. • To talk about Mary Anning and her educational growth.

	recognise and respect her achievements (links to ELG). • To show an understanding of the past by sorting objects from the past and present (links to ELG).					
	People, Culture and Communities					
	Kapow Religion and Worldviews What makes us special?	Kapow Religion and Worldviews What are special times?	Kapow Religion and Worldviews Why are some places special?	Kapow Religion and Worldviews What makes the world special?	Kapow Religion and Worldviews Why are some things special?	Kapow Religion and Worldviews Why are some stories special?
	• To talk about what makes us special. • To name people who are special. • To know why it is important to care for others • To know that Jesus is special to some people. • To talk about our families and understand that all families are valuable and special. • To explore diversity by thinking about similarities and differences. • To name, describe and talk about members of their family. • To use a family tree to begin to understand the concept of generations. • To recognise and respect the people who help us, including dentists, doctors, nurses, police officers and firefighters. • To draw information from a simple map.	• To identify times that are special. • To investigate why many Christians celebrate Christmas by exploring the story of Jesus' birth. • To discuss how some Christians celebrate Christmas by making links to the story. • To understand that some places such as a church, mandir and synagogue are special to members of their community. • To recognise that people have different beliefs and celebrate special times in different ways (Diwali, Kwanzaa, Christmas and Hanukkah). • To know some similarities and differences between different religious and cultural communities in the country (ELG). • To explain some similarities and differences between life in this country and	• To recognise that everyone has places that are special to them. • To recognise special places in the local community. • To investigate why some places are special to people in the community. • To investigate why churches are special places to many Christian people. • To explore why mosques are special places to many Muslim people. • To continue to develop positive attitudes about the differences between people. • To recognise that people have different beliefs and celebrate special times in different ways (Shrove Tuesday and Chinese New Year).	• To explore the local area and consider why it is special. • To investigate where some people believe the world came from by listening to a creation story. • To understand why it is important to care for the world by listening to a religious story. • To identify ways of caring for the world. • To explore the Easter story and make connections to new life. • To know some similarities and differences between different religious and cultural communities in the country (ELG). • To explore diversity through thinking about similarities and differences. • To recognise that people have different beliefs and celebrate special times in different ways	• To discuss special things and what makes them important. • To recognise that beads can be special to some people by exploring how they help when thinking about God. • To understand that symbols have special meanings by investigating what they mean to different people. • To recognise that books can be special for different reasons by discussing favourite books. • To describe why candles are special to some people by identifying how they are used for different reasons. • To learn simple greetings in French. • To recognise that some people treat special books with care by finding out how different people look after them.	• To investigate why some stories are special by listening to a Christian story. • To recognise that stories can teach people how to make good choices through discussion. • To investigate why some stories are special by listening to and responding to a Hindu story. • To recognise that kings and queens are powerful people. • To recognise and explain some similarities and differences between life in this country and life in other countries (ELG). • To learn simple greetings in French

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		life in other countries whilst building 3D maps (links to ELG). • To identify that Diwali is a festival by learning about the story of Rama and Sita. • To describe how some Hindu people celebrate Diwali.		(Ramadan/ Eid-al-Fitr and Easter).	• To explore how stories can be special to people for different reasons by discussing their favourite story.	
	The Natural World					
	• To talk about the similarities and differences between types of homes. • To explore a range of maps. • To recognise shapes and features of maps. • To explore the natural world around them, describing the effect of changing seasons. • To recognise changes outside in Autumn.	• To recognise different types of weather.	• To begin to recognise seasonal weather conditions. • To recognise how animals prepare for winter. • To explore freezing and melting. • To explore how light makes shadows. • To compare contrasting environments within the United Kingdom.	• To find and name familiar features on maps. • To explore and understand life in a cold place, comparing and contrasting it with our own lives. • To explore the natural world. • To recognise changes outside in spring. • To identify and name plants.	• To explore the natural world around them, making observations and drawing pictures of animals and plants (ELG). • To use a camera to make observations of the life cycle of a duck. • To recognise the difference between city and countryside environments. • To identify and name plant parts. • To explore what helps seeds grow. • To recognise some ways to look after the planet. • To sort objects into living and non-living.	• To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) . • To understand the characteristics of desert environments, including climate and landscape. • To understand the key features of the life cycle of a butterfly. • To explore the natural world around them, making observations and drawing pictures of animals and plants (ELG). • To compare different landscapes around the world. • To make predictions. • To discuss what they have observed. • To recognise changes outside in summer. • To find and describe minibeasts. • To sort and describe farm animals. • To sort animals based

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						on where they live.
Celebrations	• Birthdays •	• Birthdays • Guy Fawkes Day (Bonfire Night) 5/11/27 • Diwali 8/11/26 • Remembrance Day • Children in Need 13/11/26 • Hanukkah 4/12/26 • Kwanzaa 26/12/26 • Christmas	• Birthdays • Chinese New Year 6/2/27 • Ramadan 7/2/27 • Shrove Tuesday 9/2/27	• Birthdays • World Book Day 4/3/27 • Mother's Day 7/3/27 • Eid-al-Fitr 10/3/27 • Easter 28/3/27	• Birthdays • Eid-al-Adha 16/5/27	• Birthdays • Father's Day
Expressive Arts and Design Art DT Music	**Creating with Materials**					
	• To investigate the marks and patterns made by different textures. • To explore mark making using felt tips, chalks and pencils. • To create a simple observational drawing. • To draw with increasing complexity and detail, such as representing a face with a circle and including details. • To use a variety of colours and materials to create a self-portrait. • To design a house in the style of Hundertwasser. • To make use of props and materials when role playing characters in narratives and stories (ELG).	• To use Sketchpad to create a firework picture in the style of Jackson Pollock. • To create a picture with a simple sliding mechanism. • To use 3D materials to build a map of a real or imaginary place. • To make use of props and materials when role playing characters in narratives and stories (ELG).	• To explore different materials freely in order to develop their ideas about how to use them. • To develop scissor skills. • To learn about different ways in which we can join materials together and to practise these techniques. • To learn how to fold, curl and cut paper to achieve a desired effect. • To design and create a tissue paper flower. • To share their creations, explaining the process they have used (ELG). • To make use of props and materials when role playing characters in narratives and stories (ELG).	• To share creations and explain the process they have used (ELG). • To explore and investigate the tools and materials in the junk modelling area. • To investigate cutting different materials. • To learn how to plan and select the correct resources needed to make a model. • To verbally plan and create a junk model. • To share a finished model and talk about the process in its creation. • To explore different ways to temporarily join materials together. • To explore different techniques for joining materials. • To create a rainbow collage in the style of Alma Woodsey Thomas. • To make use of props and materials when	• To return to and build on their previous learning of exploring materials to come up with their own ideas and how to represent them. • To explore paint through finger painting. • To create natural paintbrushes using found objects. • To respond to music through the medium of painting. • To make child-led collages using mixed media. • To create landscape collages inspired by the work of Megan Coyle. • To make use of props and materials when role playing characters in narratives and stories (ELG).	• To return to and build on previous learning, refining ideas and developing their ability to represent them. • To explore different ways to join materials together whilst making a crown. • To use fruit and vegetables to make pictures in the style of the artist Giuseppe Arcimboldo. • To design and make a rainbow salad. • To make use of props and materials when role playing characters in narratives and stories (ELG). • To explore the properties of different materials. • To explore colour mixing.

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				role playing characters in narratives and stories (ELG).		
	Being Imaginative and Expressive					
	• To show different emotions in their drawings and paintings. • To develop storylines in their pretend play. • To sing a range of well-known nursery rhymes and songs (ELG)	• To develop storylines in their pretend play. • To sing a range of well-known nursery rhymes and songs (ELG) • To sing as part of a group, during school singing assemblies, increasingly matching the pitch and following the melody. • To perform songs and move in time to music with others during the Christmas Nativity (ELG).	• To develop detailed storylines in their play. • To sing a range of well-known nursery rhymes and songs (ELG) • To sing as part of a group, during school singing assemblies, increasingly matching the pitch and following the melody.	• To act out narratives based on stories read in class. • To sing a range of well-known nursery rhymes and songs (ELG) • To sing as part of a group, during school singing assemblies, increasingly matching the pitch and following the melody.	• To act out and create narratives based on stories read in class. • To sing a range of well-known nursery rhymes and songs (ELG) • To sing as part of a group, during school singing assemblies, increasingly matching the pitch and following the melody.	• To invent, adapt and recount narratives with their peers (ELG). • To sing a range of well-known nursery rhymes and songs (ELG). • To sing as part of a group, during school singing assemblies, increasingly matching the pitch and following the melody.
	Kapow Music					
	Unit 1 Exploring Sound	Unit 2 Celebration Music	Unit 3 Music and Movement	Unit 4 Musical Stories	Unit 5 Transport	Unit 6 Big Band
	• To explore using our voices and our bodies to make a variety of sounds. • To explore the sounds of different instruments. • To identify sounds in the environment and differentiate between them. • To use voices to imitate nature sounds.	• To learn about music from another culture, particularly when related to the festivals of Diwali, Kwanzaa and Hanukkah. • To respond to music with movement (links to ELG). • To take part in a traditional call and response song. • To find classroom objects to use as drums and play in response to African music. • To learn about traditional Christmas music.	• To understand why songs have actions. • To learn some simple Makaton signs to accompany a song. • To explore beat through body movement. • To express feelings and emotions through movement to music. • To explore pitch and tempo through scarf dancing and body movement. • To perform action songs to a small audience (links to ELG).	• To listen to the lyrics and melody 'Teddy Bear's Picnic' by John Walter Bratton and Jimmy Kennedy and recall part of the story. • To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. • To talk about how a piece of music makes you feel. • To use actions to retell a story to music (links to ELG). • To sing, perform and play an instrument as	• To explore creating sound effects. • To explore making sounds at different speeds. • To explore moving to different tempos. • To interpret symbols to show a change in speed. • To interpret a simple score to show tempo changes. • To discuss what makes a musical instrument. • To use recyclable materials to create simple representations of musical instruments.	• To learn what orchestra is. • To learn about the four different groups of musical instruments. • To copy and follow a beat. • To follow a beat using an untuned instrument. • To experiment with playing tuned and untuned instruments. • To play in time to familiar songs. • To choose appropriate instruments to represent different parts of a song. • To perform a practised song to a

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		• To take part in a group song, involving singing, voice sounds and playing instruments (links to ELG). • To sing and move to a Christmas song (links to ELG). • To suggest appropriate actions to match song lyrics. • To learn the names of some traditional Jewish musical instruments. • To play and move to traditional Jewish Hanukkah music (links to ELG).		part of a group (links to ELG). • To learn how instruments can represent a certain mood, character or action. • To experiment with the sounds of different instruments. • To create a musical story based upon a familiar routine. • To use instruments to represent moods or actions. • To use movement to express moods or actions within a musical story.		small audience (links to ELG).
Introduction to an artist	Vincent Van Gogh Friedensreich Hundertwasser Jackson Pollock		Alma Woodsey Thomas		Giuseppe Arcimboldo	