



Early Years Curriculum Map



Long-Term Educational Programme

<p>Overview of the Curriculum</p>	<p style="text-align: center;">Ashdown use the 'Early Years Foundation Stage' (EYFS) and Development Matters.</p>				
	<p>Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.</p> <p>Overarching principles The four guiding principles that shape our practice in Ashdown. These are:</p> <ol style="list-style-type: none"> 1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured 2. Children learn to be strong and independent through positive relationships 3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. 4. Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning"). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND) <p>In Early Years we believe this is a very important stage in your child's development as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; whilst supporting their development, wellbeing and learning needs.</p> <table border="1" data-bbox="338 863 2085 1117"> <tr> <td data-bbox="338 863 1211 954"> <p>Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:</p> </td> <td data-bbox="1211 863 2085 954"> <p>We support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:</p> </td> </tr> <tr> <td data-bbox="338 954 1211 1117"> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development </td> <td data-bbox="1211 954 2085 1117"> <ul style="list-style-type: none"> • literacy • mathematics • understanding the world • expressive arts and design </td> </tr> </table> <p>We believe young children are powerful learners who learn quickly. It is proven that a child's experiences at this crucial stage has a major impact on their future life chances. They make sense of their environment and their experiences through play. Children are naturally drawn to play, and it is recognised as being important for their wellbeing and development. There are many forms of play, all of which help children to learn, become confident learners and develop skills for the future. Some play is child initiated and adults may enhance and support children's learning, some play is highly structured, and adult directed. Both offer purposeful experiences for the child. Children should be stretched but not pushed beyond their capabilities so they can enjoy their learning. Through this they will grow in confidence and will be more likely to reach their full potential. We provide a stimulating environment full of resources to enable children to investigate and explore in a purposeful way.</p>		<p>Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:</p>	<p>We support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:</p>	<ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development
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<ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development 	<ul style="list-style-type: none"> • literacy • mathematics • understanding the world • expressive arts and design 				
<p>Characteristics of Effective Learning</p>	<p>Characteristics of Effective Learning (CoEL) are a revived element in the current Early Years Foundation Stage Curriculum (EYFS). CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:</p> <ul style="list-style-type: none"> • playing and exploring – children investigate and experience things, and 'have a go'; • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 				

The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. Underpinning the CoEL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later in life. Hence, why the supportive practitioner, and the environment they provide, need to nurture these CoELs to occur, but without forgetting that children are individuals who bring their own needs, talents and histories to the learning environment.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff will support the decisions that children make and provide activities that involve turn- taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff will collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children will develop a positive sense of themselves. Staff will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff will encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring from year to year.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Leaders will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children will acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Schemes of Work and supportive programs used in Early Years

Word Reading/Phonics Writing

**Ashdown use the DFE accredited Twinkl Phonics Scheme
Ashdown use Pathways Writing Cycle B scheme of work and Drawing Club**

Maths

White Rose Maths Scheme of work - See Medium Term Plan

PSED

Ashdown use Jigsaw PSED Scheme of work

Physical

Dough Disco

Physical

Squiggle while you wiggle

Communication and Language

Helicopter Stories



Reception Medium Term Educational Programme

Year Group: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half Termly Topics	Bears	The Three Little Pigs Christmas	Animals	Pirates	Dinosaurs	The Sea Saw- Seaside Summer
Annual Topics <i>These are fixed aspects of the curriculum at Ashdown that we believe all children should learn and revisit throughout their time in Foundation Stage. Highlighted British Values</i>	Settling the children back to school/ reception Routines/ playing in provision Our community Our families Royal Family House Cross Country Class Rules and Grovian Values	Diwali Bonfire night Autumn Christmas Nativity Play Black History Month Anti-Bullying Week Remembrance Day	Chinese New Year - Dragon Winter Children's Mental Health Week – Charlie Waller Internet Safety Occupations	Easter Pancake Day Spring Farm animals Growing Planting World Book Day	Eid Life cycles Growing up Spring Mini beasts Farm animals Pond dipping Carnival Day	Summer Sports day Bronte Outdoor Learning Day Sports Day Summer Fair
Pathways Books	Peace at Least	The Three Little Pigs	Let's all Creep through Crocodile Creek	The Pirates are Coming! The	Dinosaur Roar	The Sea Saw
Drawing Club Texts	Whatever Next Home We Are Going On A Bear Hunt Zog The Smartest Giant in Town A Squash and a Squeeze Goldilocks and the Three Bears	The Three Little Wolves and The Big Bad Pig The Colour Monster The Three Little Wolves and The Big Bad Pig There's A Pig Up My Nose Little Red Riding Hood	The Gruffalo The Gruffolo Child The Great Dog Bottom Show The Selfish Crocodile Monkey Puzzle Jungle Run Three Billy Goats Gruff	Pirates Next Doo Jack and the Beanstalk The Extraordinary Gardener Little Red Hen Pirates love underpants Supatato Scarecrows Wedding	Mrs Armitage on wheels Mrs Armitage and the big wave The magic porridge pot The Gingerbread man Superworm What the ladybird heard	Tiddle Snail and the Whale Rainbow Fish Sharing a Shell Tadpoles Promise
Diversity, inclusion, and tolerance texts	<p>Taught through Jigsaw, stories, Key worker and circle time sessions</p> <p>Diversity, inclusion, and tolerance are topics where books can prove to be an invaluable aid in helping to teach children about different cultures and experiences and understanding a character's point of view. In primary schools, children need to learn about all aspects of diversity and feel empowered to discuss what makes all of us unique, valued and respected in terms of culture, race, ethnicity, gender, education, disability, identity, nationality, religion, sexuality, neurodiversity, social background, and beliefs. This list of books on the topic of diversity aims to provide teachers with suitable texts to help generate cross-curricular discussion, empathise with diverse characters, and provide a stimulus</p>					
	Handa Surprise Elmer I Like To Be Kind by Marie Paruit.	Mixed The Same But Different Too by Karl Newson. The Day the Crayons Quit	The Flamingo who didn't want to be pink The majic paintbrush Home	Wanda by Sihle Migrants by Issa Watanabe The Ugly Five	Amazing Grace Ossiri Ravi's Roar by Tom Percival.	All the Ways to be Smart by Davina Bell. Sharing a Shell Rainbow Fish
Parental Involvements Events	House Cross Country Welcome Evening Phonics Meeting Parents Evening	Nativity Christmas Fair ABA events	Parents Evening World book week Science Week	Orienteering day / easter egg hunt	Charity Run Event Bronte Outdoor Learning Day	Sports day Celebration Day
Reception Experiences:	Making porridge Getting to know the know environment Music Lessons at Bronte PE lessons at Bronte Cooking lunch at Bronte Assembly with Rev Drost Getting to know all new staff and children Cooking/Baking	Visit to the church- St How to make gingerbread men Theatre Trip Cooking/Baking Christmas Party PJ Party Book Fair Traveling Book Fair	Dragon dance parade Cooking/Baking Winter Walks- frost/ ice /snow Cooking lunch at Bronte	Learning how to make Easter bun Trip to the Grove Theatre Trip to the Grove Methodist Church Cooking/Baking Planting World Book Week Year 3 and 4 Show	Hatching chicks/ducks or butterfly Learning how to make vegetable Soup Farm Trip – Herd Farm Strawberry Picking Trip Caterpillars Pond dipping School Trip	Learning how to make fruit salads Year 5/ 6 Show Bike ability

Across the year: Every week the children access music lessons with a music specialist teacher and PE run by the sports department. The children also have fortnightly assemblies with Rev Drost.							
Songs and Rhymes <i>These are the fixed songs and rhymes the children will learn each year.</i> Weather Song and Days of the Week song to run across the year.		Reception Songs- 1, 2, 3, ,4 ,5 Once I caught a fish alive. Little Miss Muffet One finger, one thumb keeps moving 1, 2 buckle my shoe 3,4...	Reception Songs- We wish you a Merry Christmas Rudolph the red nose Reindeer When Santa got stuck up the Chimney Jingle Bells A selection of Nativity songs	Reception Songs- The Grand Old Duke of York 10 little fingers Pop goes the weasel Phonics Songs	Reception Songs- Spring chicken 10 green bottles I hear thunder, I hear thunder The animals went in two by two Jack and Jill went up the hill Phonics Songs	Reception Songs- 10 in the bed Here we go round the Mulberry bush Hey diddle diddle Zoom, Zoom, Zoom...were going to the moon Polly put the kettle on	Reception Songs- Cobber, Cobbler mend my shoe A sailor went to sea sea sea 10 fat sausages Pirate song
Year Group: Reception		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CL	Listening, Attention and Understanding	To understand how to listen carefully and know why listening is important. To engage with story time sessions, rhymes, and songs. To be able to listen to a longer picture book. To listen to and talk about stories to develop understanding. To maintain attention during whole class sessions. To be able to listen in familiar and new situations. To understand why questions. To speak in sentences using 6 words or more. To use talk to organise their play and engage others. To follow instructions with two parts. To be able to ask questions to find out more information about things and to check understanding. To be able to start a conversation with peers and adults.		To begin to concentrate and maintain attention in a range of contexts. To be able to listen attentively in a range of situations and respond with questions, comments, or actions. To participate in whole class, small group and 1:1 discussion, sharing own ideas. To articulate their ideas and thoughts in well-formed sentences. To consider the listeners needs and take turns in conversation. To engage in non-fiction texts. To begin to use the past tense when speaking. To be able to recount past events. To use talk to work out problems and organise their thinking and ideas. To begin to connect one idea to another using connectives. To enjoy listening to nonfiction books to learn new knowledge and vocabulary. To articulate their ideas and thoughts in well-formed sentences. To begin to take turns in conversation.		To maintain attention for longer periods of time and concentrate in a range of contexts. To be able to carry out and maintain an activity while listening. To make comments and clarify thinking with questions. To be able to speak in well-formed, full sentences, using past, present, and future tenses. To use a range of conjunctions to extend and articulate their ideas. To listen and understand instructions whilst busy with another task. To be able to listen and attend to others during in play. To understand how, why, where questions. To retell well known stories using their own words and to make use of repetitive phrases. To be able to hold a conversation and engage in back-and-forth exchanges when speaking. To be able to confidently use language to reason.	
	Speaking	To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking (in different contexts). To be able to express their ideas and feelings relating to their experiences. To enjoy learning and carefully listening to a range of rhymes, poems, stories, and songs, paying attention to how they sound. To be able to confidently use a range of social phrases throughout the day (e.g. good morning, good afternoon, etc.). To listen to and talk about stories to build familiarity and understanding.					
	Communication and Language – Links to Pathways writing	To engage in storytimes To understand how to listen carefully and why listening is important To learn new vocabulary To develop social phrases To engage in non-fiction books To listen carefully to rhymes paying attention to how they sound	To listen to and talk about stories to build familiarity and understanding To understand how to listen carefully and why listening is important To learn new vocabulary To engage in storytimes To Engage in non-fiction books	To use new vocabulary through the day To articulate their ideas and thoughts To describe events in some detail To listen to and talk about stories to build familiarity and understanding To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	To use new vocabulary through the day To articulate their ideas and thoughts in well-formed sentences To describe events in some detail To listen to and talk about stories to build familiarity and understanding To connect one idea or action to another using a range of connectives To learn rhymes, poems and songs (add to unit)	To articulate their ideas and thoughts in well-formed sentences To use new vocabulary in different contexts To ask questions to find out more and to check they understand what has been said to them To use talk to help work out problems and organise thinking and activities To explain how things work and why they might happen To connect one idea or action to another using a range of connectives To describe events in some detail To retell the story, once they have developed a deep familiarity with the text; some as exact repetition	To use new vocabulary in different contexts To ask questions to find out more and to check they understand what has been said to them To connect one idea or action to another using a range of connectives To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
	PSED	Personal Social and Emotional Development taught through	To be able name different feelings and emotions. To be able express their own likes and dislikes. To be able to independently organise their own belongings in the morning/ afternoon. To begin to manage own personal hygiene needs.		To understand their own thoughts and feelings and respect that those of others may be different from theirs. To be able to show sensitivity to others' needs and feelings. To be able to make their own choices and communicate what they need.		To be able to explain why 'teamwork' is important. To be able to keep play going by co-operating, listening, speaking, and explaining. Enjoys playing co-operatively in a range of situations.

	<p>play and planned adult focused activity</p>	<p>To be able to brush their own teeth. To begin to express their feelings and consider the perspectives of others. To welcome distractions when upset. To begin to use simple strategies for self-regulation. To become increasingly able to follow the school and classroom rules. To begin to take turns and share resources. To independently choose where they would like to play. To be able to build positive relationships with adults and peers. To develop special friendships in the class. To show an interest in and is excited by new activities. To begin to understand that their immediate needs cannot always be met.</p>	<p>To work well with others, as part of a team. To be able to take turns whilst playing co-operatively with others. To begin to keep play going by co-operating, listening, speaking, and explaining. To be able to reflect on the work of others and self-evaluate their own work. To be able to regulate their own emotions and behaviour in a range of situations. To be able to shift their attention to what the teacher says, even when engaged in an activity. To be confident to try new things and is not fazed by taking risks. To be able to explain why we have rules and tries to always follow these. To know right from wrong and to behave accordingly. To be able to manage their own needs. To know what it means to be 'kind'. To set out own goals and strives to achieve these. To be able to show resilience when things don't go as planned and to show perseverance in the face of challenge. To seek out others to share activities and experiences. To begin to understand that eating well contributes to good health. To be able to show high levels of independence throughout the day. To begin to resolve conflicts with others</p>	<p>To be able confidently talk about a range of emotions and know how these make them feel. To be able articulate the school's golden rules, discusses behaviour that is right or wrong and behaves accordingly. To be able to confidently manage all of their own personal hygiene needs (e.g. dressing, toileting, hand washing, tooth brushing). To explain how to make an activity safe and hygienic. To be able to talk about factors that support their overall health and well-being. To be able to talk about themselves in positive terms, articulating their own strengths and value. To be able to find constructive ways to resolve conflicts. To understanding of the importance of healthy food choices and the impact this has on lifestyle. To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity. To be able to confidently follow instructions involving several ideas or actions. To be able to show high levels of independence throughout the day. Shows high levels of perseverance and resilience. Seeks out a challenge and enjoy the process.</p>			
		<p>Over the year the children will learn to know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards other needs and feelings. To be able to follow the rules in reception and tries to behave accordingly. To be able to build positive relationships with peers and adults in Reception. To understand what it means to be 'kind' to others and enjoy receiving positive praise.</p> <p>Online Safety – links to Knowledge and Understanding of the World Self-Image and Identity I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel Managing Online Information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Health, Well-being and Lifestyle I can give some simple examples of these rules Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. Copyright and Ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me An annual visit from the Bronte House school ambassadors will be arranged.</p>					
<p>PSED</p>	<p>In Ashdown we follow the Jigsaw scheme of work</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p>To know special things about themselves To know that some people are different from themselves To know how happiness and sadness can be expressed To know that hands can be used kindly and unkindly To know that being kind is good To know they have a right to learn and play, safely and happily</p>	<p>To know what being proud means and that people can be proud of different things To know that people can be good at different things To know what being unique means To know that families can be different To know that people have different homes and why they are important to them To know different ways of making friends To know different ways to stand up for myself</p>	<p>To know what a challenge is To know that it is important to keep trying To know what a goal is To know how to set goals and work towards them To know which words are kind To know some jobs that they might like to do when they are older To know that they must work hard no-win order to be able to achieve the job they want when they are older To know when they have achieved a goal</p>	<p>To know the names for some parts of their body To know what the word 'healthy' means To know some things that they need to do to keep healthy To know that they need to exercise to keep healthy To know how to help themselves go to sleep and that sleep is good for them</p>	<p>To know what a family is To know that different people in a family have different responsibilities (jobs) To know some of the characteristics of healthy and safe friendship To know that friends sometimes fall out To know some ways to mend a friendship To know that unkind words can never be taken back, and they can hurt</p>	<p>To know the names and functions of some parts of the body (see vocabulary list) To know that we grow from baby to adult To know who to talk to if they are feeling worried To know that sharing how they feel can help solve a worry To know that remembering happy times can help us move on</p>

	Building Relationships		<p>To know the names of some emotions such as happy, sad, frightened, angry To know that they don't have to be 'the same as' to be a friend To know why friends having is important Know some qualities of a positive friendship</p>		<p>To know when and how to wash their hands properly To know what to do if they get lost To know how to say No to strangers</p>	<p>To know how to use Jigsaw's Calm Meto help when feeling angry To know some reasons why others, get angry</p>	
PD	Gross Motor Highlight - Taught specifically in PE Lessons	<p>To be able to peddle a bike with stabilisers. To be able to use core muscles to sit on the floor or at a table for around 20 minutes. To be able to walk across balance beams of different widths/ heights. To be able to play 'throw and catch' with another child demonstrating increasing accuracy. To show an awareness of space and speed when moving. To revisit rolling in different ways. To begin to remember patterns and sequences of movements, especially to music. To be able to use digging tools for a purpose. To be able to confidently hop. To be able to line up and queue and to begin to understand what is expected when doing this. To begin to learn how to safely cross over the climbing frame. To be able to use large scale construction equipment safely. To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>To begin to peddle a two-wheel bike. To begin to learn how to skip. To be able to safely use a hammer. To be able to climb on the climbing frame confidently and independently. To be able to confidently use a range of large and small apparatus both indoors and outdoors, alone and in a group. To develop using a range of ball skills - (e.g. throwing, catching, kicking, passing, batting, aiming).</p>	<p>To be able to peddle a two-wheel bike. To be able to use core muscles to sit on the floor or at a table for extended periods of time. To be able to confidently hop and skip. To be able to confidently negotiate space, and obstacles in relation to themselves and other both indoors and outdoors. To be fluent with a range of different movements, developing control and grace. To be able to combine different movements with ease. To be secure with a range of ball skills (e.g. throwing, catching, kicking, passing, batting, aiming). To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to dress and undress themselves independently.</p>			
	Fine Motor	<p>To begin to use a knife and fork together to cut food (some support needed). To begin to enjoy exploring small scale resources. To begin to open packets and cartons at mealtimes. To begin to peel their own fruit. Shows preference for dominant hand when using tools.</p> <p>Cutting skills To be able to use scissors correctly to cut through a piece of paper.</p> <p>Pencil Grip To begin to develop the use of a static tripod grip (beginning).</p> <p><i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i></p>	<p>To be able to use a knife and fork together to cut food. To be able to draw freely using a range of resources and movements. To be able to manipulate materials for a purpose and effect. To be able to hold and use a paintbrush effectively using the correct grip. To be able to open packets and cartons independently at mealtimes. To be able to peel a range of fruit independently.</p> <p>Cutting skills To be able to use scissors correctly to cut out shapes.</p> <p>Pencil Grip To become more confident when using a static tripod grip (developing)</p> <p><i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i></p>	<p>To have developed their own handwriting style which fast, accurate and efficient. To be able to fasten and unfasten buttons on clothing. To be able to show accuracy and care when drawing (see EAD strand).</p> <p>Cutting skills To use scissors effectively for a purpose.</p> <p>Pencil grip To be confident at using a dynamic tripod grip (secure).</p> <p><i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i></p>			
		<p>To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with physical activity. To develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To be able to quickly and independently take off and put back on their shoes and socks. To know and be able to talk about the different factors that support their overall health and wellbeing (e.g. regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian).</p>					
	PE Lesson Focus	FMS	Gym / Yoga	Ball Skills	Team Games	Athletics	Athletics

See EAD for drawing skills and development.								
L	Comprehension	<p>To begin to engage in conversations about stories, demonstrating understanding of what it has been read to them. To listen and enjoy sharing a range of books. To recognise newly introduced vocabulary and explain its meaning. To know that a book has a beginning and an end. To be able to predict what will happen next. To hold a book correctly (the right way up) and handle it with care. To turn pages in a book carefully and appropriately. To know that text in English is read top to bottom and left to right. To know the difference between text and illustrations. To explain in simple terms what is happening in a picture in a familiar story. To complete a repeated refrain in a familiar rhyme, story or poem being read aloud. To recognise some familiar words in print, e.g. own name and advertising logos etc. To begin to respond to who, where, what, and when questions when looking at illustrations. To begin to make simple inferences to answer questions about a book that is read aloud to them. To sequence several events from a familiar story, using puppets, pictures from a book or in role-play.</p>		<p>To engage in extended conversations about stories demonstrating understanding of what it has been read to them and what they read themselves. To use newly introduced vocabulary in discussion and play and explain its meaning. To use picture clues to help them read a simple text. To be able to predict what will happen next and to begin to explain why. To suggest how an unfamiliar story read aloud to them might end. To give a simple opinion on a book they have read, when prompted. To recognise repetition of words or phrases in a short passage of text. To know the difference between different types of texts (fiction, nonfiction, poetry). To show understanding of familiar words and phrases in a story that is read aloud to them. To retell stories in the correct sequence, drawing on language from stories. To begin to innovate a well-known story with support.</p>		<p>To continue to engage in extended conversations about stories demonstrating understanding of what it has been read to them and what they read themselves. To use newly introduced vocabulary in a different context and explain its meaning. To correctly sequence a story or event using pictures and/or captions. To make simple, plausible suggestions about what will happen next in a book they are reading and explain why. To be able to make inferences to answer a question in a picture book that has been read to them, where answer is clearly signposted. E.g., 'Why do you think...?' To act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. To innovate a known story. To be able to recall the main points in text in the correct sequence, using their own words and including newly learnt vocabulary. When prompted, to say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>		
		<p>To explore feelings and motivation that move characters in stories. To be able to answer to what, where, who, why and how questions. To confidently talk about the different parts of a book (front cover, blurb etc). Independently sequence main events of a story. To use story maps to retell stories, using their own words. To express a preference for a book, song, or rhyme, from a limited selection. Play experiences are influenced by their experience of books (small world, role play etc).</p>						
	Word Reading/Phonics	<p>Level 2</p> <p>s, a, t, p i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, 's' saying /z/</p> <p>To begin to orally blend CVC words (no visual aids).</p>	<p>Recap Level 2</p> <p>Level 3</p> <p>j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo, ar, or,</p> <p>To be able to confidently orally blend words. To begin to read VC and CVC words</p>	<p>Continue with Level 3</p> <p>, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>To be able to confidently orally blend words. To begin to read VC and CVC words</p>	<p>Continue with Level 3</p> <p>air, ure, er</p> <p>Revisit:ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>Level 4</p> <p>To read CVCC words To read CCVC words To read adjacent consonants To read polysyllabic words To read three-letter adjacent consonants</p> <p>More able- Only when ready Level 5</p> <p>'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'i_e' saying /igh/, 'o_e' saying /oa/ Common Exception Words: could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked</p>	<p>Review and recap Level 3 and Level 4</p> <p>More able- Only when ready Level 5</p> <p>'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee/ 'ou' saying /ow/ 'ch' saying /c/ and /sh/ 'ir' saying /ur/ 'ue' saying /oo/ and /yoo/ Long Vowel Sounds</p>	
Spelling	<p>Tricky Words (Spelling)</p> <p>Common Exception Words: to, the, no, go, l</p>	<p>Tricky Words (Spelling)</p> <p>Common Exception Words: he, she, we, me, be, was, my, you</p>	<p>Tricky Words (Spelling)</p> <p>Common Exception Words: he, she, we, me, be, was, my, you</p> <p>Common Exception Words: they, here, all, are</p>	<p>Tricky Words (Spelling)</p> <p>Common Exception Words: said, so, have, like, come, some, were, there, little, one, do, when, out, what</p>	<p>Decodable Spellings – from the above sound list</p> <p>Common Exception Words: said, so, have, like, come, some, were, there, little, one, do, when, out, what</p>	<p>Decodable Spellings – from the above sound list</p> <p>Common Exception Words: called, asked, water, where, who, why, thought, through, work, house, many, laughed</p>		

	<p>Reading links with Pathways Writing</p>	<p>To read individual letters by saying the sounds for them To blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p>	<p>To read individual letters by saying the sounds for them To blend sounds into words, so that they can read short words made up of known letter-sound correspondences To read a few common exception words matched to the school's phonic programme</p>	<p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences To read some letter groups that each represent one sound and say sounds for them To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words To read a few common exception words matched to the school's phonic programme</p>	<p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words To read some letter groups that each represent one sound and say sounds for them To read a few common exception words matched to the school's phonic programme</p>	<p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words To read a few common exception words matched to the school's phonic programme To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words To read a few common exception words matched to the school's phonic programme</p>
	<p>Writing</p> <p>At Bronte we use Pathways</p> <p>Gateway Key (non-negotiables/basic skills)</p> <p>Mastery Key</p>	<p>Gateway Key To use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page, write 'm' for mummy To write some or all of their name To write some letters accurately</p> <p>Mastery Key To spell words by identifying the sounds and then writing the sound with letter/s To form lower-case letters correctly</p>	<p>Gateway Key To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy To write some or all of their name To write some letters accurately</p> <p>Mastery Key To spell words by identifying the sounds and then writing the sound with letter/s To form lower-case letters correctly</p>	<p>Gateway Key To spell words by identifying the sounds and then writing the sound with letter/s To form lower-case letters correctly To re-read what they have written to check that it makes sense</p> <p>Mastery Key To form lower-case letters correctly To write short sentences with words with known sound-letter correspondences To spell words by identifying the sounds and then writing the sound with letter/s To re-read what they have written to check that it makes sense</p>	<p>Gateway Key To form lower-case letters correctly To write short sentences with words with known sound-letter correspondences To spell words by identifying the sounds and then writing the sound with letter/s To re-read what they have written to check that it makes sense</p> <p>Mastery Key To form lower-case and some capital letters correctly To write short sentences with words with known sound-letter correspondences To re-read what they have written to check that it makes sense</p>	<p>Gateway Key To form lower-case and some capital letters correctly To write short sentences with words with known sound-letter correspondences To re-read what they have written to check that it makes sense</p> <p>Mastery Key To form lower-case and capital letters correctly To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense</p>	<p>Gateway Key To form lower-case and capital letters correctly To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense To form lower-case and capital letters correctly To spell words by identifying the sounds and then writing the sound with letters To write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Mastery Key To form lower-case and capital letters correctly To spell words by identifying the sounds and then writing the sound with letters To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense</p>
For drawing skills, see EAD strand.							
M	<p>Number Numerical Patterns</p> <p>(White Rose Maths)</p>	<p>Match, sort and compare Talk about measure and pattern It's me 123 Counting</p>	<p>Circles and triangles 1,2,3,4,5, Shape with 4 sides Counting</p>	<p>Alive 5 Mass and capacity Growing 6,7,8 Number Counting</p>	<p>Length height and time Building 9 and 10 Explore 3-D shapes Number Counting To 20 and beyond Problem solving</p>	<p>How many now Manipulate compose and decompose Sharing and grouping Number Counting Problem Solving</p>	<p>Sharing and Grouping Visualise, build and map Make connections Number Counting Problem solving</p>

		<p>About the Scheme The schemes cover the DfE statutory framework for the EYFS and Educational Programme for Mathematics and will support you to deliver a curriculum that embeds mathematical thinking and talk. Our schemes support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, they allow for key mathematical concepts to be revisited and developed throughout the year. The guidance has been divided into 18 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking. Our reception schemes support you in teaching the key aspects of the EYFS curriculum. The scheme supports specific teaching through small steps with adult-led activities and continuous provision. The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up. It is also important that teachers are aware of, and children are supported in gaining an understanding of, the counting principles. 1. The one-to-one principle. 2. The stable-order principle. 3. The cardinal principle. 4. The abstraction principle. 5. The order-irrelevance principle.</p> <p>Objectives, Strategies and Resources used across the year to enhance the scheme of work To join in with number songs and games. To read a range of number books. To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle). To link the number symbol with its cardinal number value. To understand the 'one more/one less than' relationship between consecutive numbers. To rote count, count objects, subitise and recognise numerals. To recall addition and subtraction facts. To explore the composition of each number. To be able to count forwards and backwards and beyond 20. To choose resources to represent numbers (including fingers), To represent and solve word problems involving number (including missing number problems, or how many more etc). To use tens frames, number tracks, numicon and double-sided counters. To understand and use number bond diagrams. To understand the relationships between numbers. To understand the days of the week and the pattern of the day. To be able to solve larger jigsaws. To talk about maths in everyday life. To use positional language. To copy and create number/ repeating patterns. To select, rotate, and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can.</p>					
UTW	Past and Present	History					
	<p>To begin to make sense of their own life story and family history. To show curiosity about finding out about the past, asking simple questions and making statements (e.g. using the curiosity cube).</p>	<p>To be able to understand simple cause and effect, in relation to historical events. To be able to compare and contrast characters from stories (including figures from the past)- Dogger Black History Month- Rosa Parks Poppy Day – 11th November</p>	<p>To know some similarities and differences between things in the past and now. To have an awareness that objects now may look and work differently to in the past. Revisit: To be able to compare and contrast characters from stories (including figures from the past) Victorian toys from the past</p>	<p>To be able to talk about pictures of familiar situations which are in the past. To explore different representations of the past due to changes in technology and society (e.g. looking at paintings, black and white photos, digital pictures etc). To sing a range of nursery rhymes from the past. - Jack and Jill</p>	<p>Revisit: To show curiosity about finding out about the past, asking simple questions and making statements (e.g. using the curiosity cube). To sing a range of nursery rhymes from the past. - Polly Put the Kettle On</p>	<p>Revisit: To know some similarities and differences between things in the past and now (e.g. Elves and Shoemaker and cobblers). Revisit: To have an awareness that objects now may look and work differently to in the past (e.g. shoes). To sing a range of nursery rhymes from the past. - Cobbler, Cobbler Mend my Shoe</p>	
	<p>To show curiosity about the world around them by asking questions. To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc). To have an awareness of time and to be able to use simple vocabulary associated with it (e.g. before, now, next, after, later). To sing a range of nursery rhymes from the past. To understand 'the past' from reading a range of books in school. To be able to compare and contract characters from stories (including figures from the past). To understand the sequencing of the days of the weeks using daily songs and rhymes. To talk about a range of different occupations and compare these to the past (e.g. fire service, police service).</p>						
	The Natural World	Geography					
<p>To recognise the shape of the United Kingdom on a world map. To know that they live in England, Leeds, Bradford, Apply Bridge To be able to describe their immediate environment, using knowledge from observations and discussion. To be able to describe the things that make up the local community, using maps as reference (e.g. human features- library, parks etc).</p>	<p>To understand the information on a simple map and to be able to talk about this. To plan and draw a route on a simple map (e.g. local area, school etc). To use positional language when using Beebots (up, down, across).</p>	<p>To learn and talk about a contrasting environment (e.g. cold- Antarctica) To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features). To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world.</p>	<p>To explore arial photographs. To use directional language when using Beebots (backwards, forwards, left, right). Geography Linked Text: Here We Are</p>	<p>To draw a map of a familiar space (e.g. the outdoor area, classroom, house). To be able to program a Bee Bots to plan a route on a grid. Geography Linked Text: Tidy</p>	<p>To learn about a contrasting environment (e.g. hot- Africa). To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features). Revisit: To recognise the shape of the United Kingdom on a world map and know its position in relation to other places in the world.</p>		

To understand that they live in a home and what that looks like					
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To take part in completing the daily weather chart, understanding that they live in United Kingdom, Leeds, Bradford, Apply Bridge. To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world.
Outdoor explorers – w

Science- Enquiry Skills

Identifying, grouping and classifying (e.g. sorting activities (e.g. leaves). Observation over time (e.g. flowers/veg rotting). To be able to create observational drawings (e.g. humans, family).	Pattern seeking (e.g. Autumn). To talk about the changes that occur during Autumn. Fair and comparative testing (e.g. carry out a practical experiment, observing change. To revisit observational drawing.	Pattern seeking – Winter. To talk about the changes that occur during Winter. Research – fact files (e.g. David Attenborough). To revisit observational drawing (e.g. animals). Outdoor Learning - Ready teddy go Who's been framed Story stick Disappearing paintings Lawn decorations Musical outdoor stage	Pattern seeking – Spring To talk about the changes that occur during Spring. Fair and comparative testing – Science week. To focus and learn about a known scientist (e.g. Mary Anning). Research – fact files (e.g. dinosaurs). To revisit observational drawing (e.g. plants). Outdoor Learning -	To understand simple life cycle processes (e.g. hen, butterfly etc). Observation over time (e.g. eggs/growing plants). To be able to name and match animals to their young. Identifying, grouping and classifying (e.g. minibeasts). To revisit observational drawing (e.g. animals). Outdoor Learning -	Pattern seeking – Summer To talk about the changes that occur during Summer. Identifying, grouping and classifying (e.g. animals that live in hot/cold places). To revisit observational drawing (e.g. plants). Outdoor Learning –
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To join in with regular outdoor explorer and bushcraft lessons. To enjoy exploring the natural world around them, making observations. To identify some of the signs of Autumn, Winter, Spring and Summer. To show curiosity about the world around them by asking questions. To be able to draw pictures of the things they have observed. To be highly involved in weekly outdoor learning lessons. To know how they can look after the natural environment and know how to take care all living things. To know how to look after and treat the animals within school. To be able to describe the different things they can see, hear and feel whilst exploring outside. To understand the effect of changing seasons on the natural world around them. To make observations around various states of matter and use a range of vocabulary to describe these (e.g. melting, freezing, condensing etc). To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.

RE

To be able talk about range of celebrations/ occasions (including those that are religious) and who celebrates them- Divali – Hinduism – Mandir (Temple) Christmas – Christianity – Church Hanukkah – Judaism Bonfire night Birthdays (all year)	To be able talk about range of celebrations/ occasions (including those that are religious) and who celebrates them- Lunar New Year Easter – Christianity – Church Birthdays (all year)	To be able talk about range of celebrations/ occasions (including those that are religious) and who celebrates them- Eid – Islam – Mosque Weddings (story time) Birthdays (all year)
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To know about familiar people within their community and talk about their roles in society. To be aware that people have different beliefs and celebrate in different ways. To have positive attitudes towards others and their beliefs. To understand a range of different occupations and show tolerance to these. To listen to and talk about stories from a range of different religions and world views. To learn to subject specific vocabulary. To use all their senses to encounter beliefs and practices. To be able to ask questions and talk about their own feelings and experiences. To learn how to appreciate and value human beings, recognising and encountering diversity. To talk about 'special places' for certain communities (e.g. church, mosque etc).

The children have fortnightly assemblies with Rev Drost.

See British Values taught throughout the year.

People, Culture and Communities

British Values

		Computing					
		<p>To know and understand how to use a programmable toy To be able to create digital art using the interactive whiteboard. To know how to use various remote-control toys.</p> <p>Online Safety – See PSE strand</p>	<p>Revisit: To know and understand how to use a programmable toy To know and understand how to use a green screen to create digital art. To know how to take photographs/videos using a camera or iPad and to be accurate when doing this. To access ipads to use apps</p> <p>Online Safety – See PSE strand</p>	<p>Revisit: To know and understand how to use a programmable toy To be able to create digital art using the iPad. To explore using timers and stop watches. To access ipads to use apps</p> <p>Online Safety – See PSE strand</p>			
EAD	Creating With Materials	Art and DT					
		<p>Drawing To take part in guided drawing activities to create representations of themselves and people (e.g. black line drawings of families, self-portraits).</p> <p>Painting To use various painting resources to create a chosen effect (e.g. using ready mix paint and painting trolley). To be able to paint a self-portrait.</p> <p>Sculpture Malleable – To revisit a range of malleable techniques when creating freely with playdough (see previous year groups).</p> <p>Construction-To be able to select resources independently and constructs their own ideas.</p> <p>Collage Joining- To revisit joining techniques from the previous year group (e.g. ripping, snipping, scrunching, folding, rolling).</p>	<p>Drawing To take part in guided drawing activities. To draw shapes and begin to add specific details.</p> <p>Painting To explore using powder paints, learning how to mix them independently (self-serving).</p> <p>Sculpture Construction- To learn how to 'design' what they would like to create, using drawings.</p> <p>Collage Joining- To be able to make a 'link' to join (e.g. making paper chains)</p> <p>Textiles To explore a range of textiles from other cultures (e.g. sari's').</p>	<p>Drawing To take part in guided drawing activities, drawing shapes, specific details and adding colour.</p> <p>Painting To mix and use colours for a purpose.</p> <p>Sculpture Malleable - To use tools to add details to their creations (e.g. adding imprints, impressions, and patterns).</p> <p>Construction- To construct for a specific purpose, accessing a range of areas in the classroom.</p> <p>Collage Joining-To be able to use a stapler to join materials.</p>	<p>Drawing To take part in guided drawing activities, drawing shapes, specific details and adding colour.</p> <p>Painting To explore creating shades and tints using primary colours.</p> <p>Sculpture Construction- To be able to talk about 'forms and functions' of the things they create. To begin to evaluate their creations.</p> <p>Collage To be able to layer paper to create an effect (e.g. jungle landscape etc).</p> <p>Textiles To revisit using a needle and thread (e.g. using cross stitch fabric with holes).</p>	<p>Drawing To be able to draw from observation, paying attention to detail and colour.</p> <p>Painting To be able to paint from observation using water colours (e.g. Spring flowers, daffodils etc).</p> <p>Sculpture Malleable - To use malleable materials to support imaginative play (e.g. making things to create a narrative about).</p> <p>Construction – To create things collaboratively, sharing ideas, resources, and skills.</p> <p>Collage Joining- To be able to tie and knot.</p>	<p>Drawing To be able to draw from observation and using their imagination. Draws freely, adds specific details, uses colour etc.</p> <p>Painting To be able to confidently paint from observation and using their imagination, encompassing all Reception painting skills.</p> <p>Sculpture Construction- To be able to design, make and evaluate during independent play.</p> <p>Collage Joining- To be able to join materials using string.</p> <p>Textiles To learn how to weave paper using a traditional weaving technique. To explore a range of textiles from other cultures (e.g. African dress).</p>
		<p>To construct with a purpose in mind, accessing a range of areas in the classroom. To safely explore a range of different materials. To be able to use a several techniques/ resources to join and assemble materials (e.g. cellotape dispenser, glue spreader, paper joining techniques, stapler, sting, hole punch etc). To be able to use a range of effects to express their ideas and feelings. To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary. To share their creations, talking about processes they have used.</p> <p>Children will explore a range of different printing resources throughout the year as part of their continuous painting provision.</p>					
		<p>Drama + Music and Dance</p>					
		<p>To use a narrative within roleplay that is extended and supported by others. To use props and materials when role playing characters in narratives and stories. To respond to others in role. To retell a familiar story using small world with support To use actions to represent ideas and concepts.</p>	<p>To invent, adapt and recount narratives and stories with peers and their teacher. To make up their own version of a familiar story or change parts of it. To independently retell a familiar story using small world. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.</p>	<p>To pretend to be someone else (e.g. hot seating activities). To imagine what a character would think, say, feel or do. To collaboratively develop more complex storylines in pretend play. To use the small world resources to tell original stories. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.</p>			

	<p>Being Imaginative and Expressive</p>	<p>To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To take part in the Ashdown Christmas show</p> <p>Helicopter stories: To take a role in their own and other's stories. To use their bodies to represent objects by thinking of their main features.</p>	<p>Helicopter stories: To take a role in their own and other's stories. To use their bodies to represent objects by thinking of their main features.</p>	<p>Helicopter stories: Taking a role in their own and other's stories. To collaboratively create the shape of objects with their bodies by joining in different ways.</p>
		<p>To confidently sing a range of well-known nursery rhymes and songs. Enjoys performing songs, dances, rhymes, poems and stories with others (or solo). Enjoys watching performances and can talk about the things I have experienced.</p> <p>To begin to move in time to music. Enjoys making music and have experience of playing a range of musical instruments. To listen attentively to music and I can talk about how the music makes me feel. To begin to create their own songs.</p>		
	<p>Weekly Music Lessons</p>	<p>Through a repertoire of songs based on curriculum themes and the world around them, pupils become more aware of the elements that make up a piece of music. All musical activities and games support multi-sensory learning and make the lessons fun.</p> <p>Music lessons include:</p> <p>Echoing: Listening and repeating clapped rhythms and vocal sounds. As the pupils' responses become more controlled and accurate the rhythms become more complex.</p> <p>Vocal warmups: These allow pupils to use their voices in a variety of ways that will help them find and refine their 'singing voice'.</p> <p>Learning and performing songs with movements: How does the song make us feel? What would happen if we sang it faster, slower, higher, lower, louder, quieter. Which part of the song has the highest/lowest notes. Singing and moving in this way is an excellent tool for developing memory.</p> <p>Performing: When singing in a large group, pupils are encouraged to think about their own contribution as well as thinking about the other performers. Pupils are also given the opportunity to develop their self-confidence by singing or playing by themselves for others.</p> <p>Using classroom instruments: Pupils should be able to name a range of classroom instruments and be able to talk about what they have in common and how they are different. Pupils will use instruments to play simple accompaniments to songs and to improvise. Children will select instruments to represent and respond to stimuli (weather, parts of stories).</p> <p>Responding to non-verbal signals: Pupils will discover how the gestures of a leader can affect a performance. We will develop signals for start/stop and loud/quiet.</p> <p>Listening to music: Pupils will try to identify instruments used in a piece of music as well as talk about the mood it creates.</p>		