

| Overarching Themes | Me and My Wonderful World | | Tell Me a Story | | The Great Outdoors | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Theme | Who am I? | Who are we? | Commotion in the Ocean | Happily, Ever After | Where the Wild Things Are | The Circle of Life |
| Possible Focus Topics (These may change or be replaced depending on child interest) | Me and my family Our families My body Houses and homes Healthy me How am I feeling? Making friends Autumn - seasons | Vehicles and Transport Road safety People who help us Superheroes Celebrations (Christmas, Birthdays, Diwali, Remembrance Day, Fireworks Night, Harvest, Thanksgiving) | Creatures in the ocean Keeping our seas safe Recycling Being safe by the water - RNLI Mermaids Pirates Arctic and Antarctic Valentine's Day | Traditional tales - Goldilocks, Three Little Pigs, Jack and the Beanstalk, Little Red Riding Hood Castles Queens, Kings, Princes and Princesses Easter | Habitats - jungle, rainforest, forest, desert, savannah Weather Seasons Protecting habitats and the environment Caring for pets and wild animals Minibeasts | Growth of plants and animals Life cycles On the farm Producing our own food Where food comes from - supermarkets, farm shops |

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| Key Events | <ul style="list-style-type: none"> - Phonics Meetings - Meet the teacher and TA meetings - Sharing our special boxes - Portrait Gallery - parents invited. - Visits from staff around the school to get to know them | <ul style="list-style-type: none"> - Fire engine visit - What do I want to be when I grow up? Dress up day - Christmas Dinner - Visits from people in our community- fire engine - Harvest Festival - Nativity - Parents Evening | <ul style="list-style-type: none"> - Whole school art gallery - Sea Party - Internet Safety Week - Valentines Disco | <ul style="list-style-type: none"> - Teddy bears picnic - Leeds Castle trip - Easter Bonnet parade - Science Week - FOSS Easter Egg Hunt and Bounce - World Book Day - Easter service - Parents Evening - World Poetry Day - poetry recital | <ul style="list-style-type: none"> - Sharing our pets Visit to - Sissinghurst visit | <ul style="list-style-type: none"> - Class Assembly - Visiting farmer - Lion Class Farm Shop - End of year disco |
| Home Learning Projects | Create a special box all about you to share with the class. | Dress up as what you would like to be when you grow up. | Create a fact file about your favourite sea creature. | Create an Easter Bonnet for a parade. | Create your own pet and write about how to look after it. | Make something to sell at our Lion Class Farm Shop. |
| Communication and Language | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's | | | | | |

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| Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, daily story time, PSHE times, stories, singing, speech and language interventions, assemblies and weekly interventions. | language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | |
| | Settling in activities - games, circle times Making friends Children talking about experiences that are familiar to them Model talk through routines for the day Children talking about experiences that are familiar to them Sharing special boxes Rhyming and alliteration Understanding how to listen carefully and why listening is important Expressing how we feel Shared stories Developing vocabulary Discovering passions Ask questions to find out more Listen to and talk Learn rhymes, songs and poems Daily Collective Worship Visiting the Church Listening to visitors Visit our library to choose books for pleasure | Listen with sustained interest Listen to stories and respond to questions Look at pictures of the sea and use my senses to describe/imagine what I can see, hear etc. Talk to my talking partner and listen to their ideas Learn new vocabulary to describe what I see and hear Articulating ideas in well-formed sentences Engaging in non-fiction books Follow instructions Retelling stories Story language Listening to and talking about stories to build familiarity and understanding Listening and responding to stories Taking part in discussions Use vocabulary through the day e.g. role playing Read books to develop our vocabulary Describe events in some detail | Read books to extend our knowledge of the world and illustrate a current topic Select books containing photographs and pictures Re-read some books so that children learn the language necessary to talk about what is happening in each illustration and relate it to their own ideas |

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| Physical Development | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play, both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | |
| Fine Motor | Dough disco, playdough, cutting, threading, tweezers, chunky pencils and mark making material Using looped scissors or making snips in paper with two holed scissors Using a knife and fork to eat independently Writing some letters which are recognisable but may not be formed correctly yet Tracing lines Dominant hand Supporting tripod grip | | Dough disco, playdough, cutting, threading, tweezers, chunky pencils and mark making material Forming recognisable letters where most are formed correctly Holding pencil effectively Holding scissors in one hand and using a helping hand to hold and guide paper to cut in a straight or curved line Using an knife and fork independently Drawing recognisable pictures | | Dough disco, playdough, cutting, threading, tweezers, chunky pencils and mark making material Forming all letters correctly Holding pencil in a tri-grip Using two hold scissors to cut complex shapes Using one hand consistently for fine motor tasks Drawing pictures which are recognisable with detailed features | |
| Gross Motor (Premier Sports) | Sporty Superheroes Changing for PE Developing good personal hygiene - reminders about | Land of Fairytales Using a range of small and large apparatus inside and outside Developing balance, coordination, | Space Explorers Ball skills - throwing and catching, aiming, dribbling, pushing, kicking etc. | Time Travel Adventure Holding equipment safely Moving different body parts Creating dances Aiming for a target - ball skills Balancing using different body parts | Jungle Adventure Discussing and showing respect Taking turns and helping others Developing balance and control | Beach Trip and The Deep Blue Sea Races and team games involving gross motor movements Balancing with equipment |

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| | <p>handwashing and toileting</p> <p>Developing balance, control and coordination</p> <p>Safely negotiating spaces</p> <p>Working well with others, taking turns and working together</p> <p>Using picture books and other resources to explore the importance of a healthy lifestyle</p> <p>Discussing our safety zone - how we keep others safe</p> <p>BEAM</p> | <p>spatial awareness, strength and agility</p> <p>Managing emotions - controlling their impulses and sharing with their partner</p> <p>Displaying a positive attitude</p> <p>Simple competition - working together</p> <p>Combining different movements through dance</p> <p>Move energetically including running, jumping, skipping etc.</p> <p>BEAM</p> | <p>Developing spatial awareness</p> <p>Exploring equipment through stories - linking story to sports and competition</p> <p>Collecting and transferring equipment individually and working together</p> <p>Sending equipment towards a target</p> <p>Introducing competition and direction - listening and understanding rules</p> <p>Yoga - control, balance and strength</p> | <p>Being fair and honest</p> <p>Moving over, under, through different obstacles</p> <p>Discussing rules for different games and sports</p> <p>Yoga - control, balance and strength</p> | <p>Controlling equipment safely and carefully</p> <p>Considering goals for next time</p> <p>Creating new rules together</p> <p>Yoga - control, balance and strength</p> | <p>Exploring movement - fast, slow, twisting, twirling</p> <p>Exploring winning and respectful play</p> <p>Learning dances for our class assembly</p> <p>Yoga - control, balance and strength</p> <p>Yoga - control, balance and strength</p> |
| Personal, Social and | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self,</p> | | | | | |

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| Emotional Development | <p>set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | | |
| | <p>New beginnings Seeing themselves as a valuable individual Class rules and routines Supporting children to build relationships Dreams and goals How to deal with emotions Learning about qualities and differences Celebrating differences Healthy me Why we tidy up after ourselves</p> | <p>Identifying and moderating their own feelings socially and emotionally Thinking about our own feelings and the feelings of others through explicit examples and scenarios Looking after our oceans Taking turns and waiting politely Getting on and falling out Self confidence How to problem solve</p> | <p>Looking after our pets Looking after plants Random acts of kindness Looking after our planet Resilience and perseverance in the face of challenge Winning and losing - sports day Modelling positive behaviour and highlighting exemplary behaviour - narrating examples</p> |
| Literacy | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (fiction and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | | |

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| Comprehension | <p>Joining in with rhymes and showing an interest in stories with repeated refrains</p> <p>Environment print</p> <p>Having a favourite story/rhyme</p> <p>Understanding the five key concepts about print: print has meaning, print can have different purposes, we read from left to right in English and top to bottom, the names of the different parts of a book</p> <p>Recognising initial sounds</p> <p>Name writing</p> | <p>Sequencing familiar stories through the use of pictures</p> <p>Engaging in extended conversation about stories, learning new vocabulary.</p> | <p>Look at non-fiction texts linked to topic and begin to understand the difference between fiction and non-fiction</p> <p>Sequencing stories - using the vocabulary of beginning, middle and end</p> <p>Can explain the main events of a story</p> | <p>Retell stories related to events through acting/role play</p> <p>Retelling stories using images</p> <p>Story maps - editing of story maps and orally retelling</p> <p>Enjoys an increasing range of books</p> <p>Making up stories themselves</p> <p>Order and sequence events</p> <p>Discuss characters</p> <p>Act out stories in role play</p> <p>Retell a story/ poem with actions of picture prompts as part of a group</p> <p>Use story language when acting out or retelling a narrative</p> <p>Can draw pictures of characters/events/setting in a story - may include labels, sentences or captions</p> | <p>Re-read books to build up their confidence in word reading</p> <p>Use vocabulary and forms of speech that are increasingly influence by their experiences of books</p> | <p>Stories from other cultures and traditions</p> <p>Make predictions</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with comments, questions and reactions</p> <p>Understand that non-fiction is a non-story which gives information. Fiction means story.</p> <p>Can point to and talk about the front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> |
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| Word Reading | Phase 1 and 2 The purpose of this phase is to teach at least 19 letters and move the children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase, many children should be able to read some CVC words and to spell them either using magnetic letters or by writing the letters on paper or whiteboards. During the phase, they will be introduced to reading two-syllable words and simple captions. They will also learn to read some common exception 'tricky words' and high frequency 'everyday' words: the, go, no, etc. Read individual letters by saying sounds for them Blend sounds into words so they can read short words Read some common exception 'tricky words' on sight | Phase 3 The purpose of this phase is to teach another 25 graphemes, most of them comprising of two letters (e.g. oa - digraphs), so the children can represent each of the 42 phonemes by a grapheme (the additional phoneme /zh/ found in the world vision will be taught in Phase 5). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn the letter names during this phase, learn to read some more 'tricky words' and also begin to learn to spell some of these words. Read some groups of letters that represent one sound (digraphs and trigraphs) Read simple phrases/sentences made up of known letter-sounds correspondences and a few 'tricky words' | Phase 4 The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. Say a sound for each letter of the alphabet and at least 10 digraphs Read words by sound blending Read aloud simple sentences and books that are consistent with phonic knowledge including some 'tricky words' |
| | Writing Mark making Giving meaning to marks Writing initial sounds Writing CVC words Writing simple captions / phrases Writing their name correctly Using some of their print and letter knowledge in early writing Beginning to form lower-case letters correctly | Forming most lower case and capital letters correctly Spelling words by identifying the sounds and then writing the sounds with the letter/s using taught GPCs Writing captions, phrases and simple sentences Using full stops, capital letters and finger spaces in a sentence Writing some known tricky words | Writing recognisable letters (lower case and capital letters) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s using taught GPCs - including some polysyllabic and CVCC words. Writing simple phrases and sentences which can be read by others, including |

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| | Begin to spell words by identifying the sounds and then writing the sounds with letter, using known GPCs Use initial sounds Oral rehearsal | Beginning to write a variety of fiction and non-fiction sentences/ captions Beginning to reread what they have written | full stops, capital letters and finger spaces. Beginning to sequence two to three sentences with purposeful fiction/non-fiction writing. Rereading what they have written to check it makes sense and making corrections Continuing to write a variety of fiction and non-fiction sentences | | |
| Maths | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including cubes and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure. It is important that children develop positive attitudes and interested in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not to be afraid to make mistakes. | | | | |
| | Experiences Counting rhymes and songs Classifying objects based on one attribute | Numbers within 5 Count up to six objects. One more or one fewer Order numerals 1 - 5 Conservation of numbers within five | Zero Understanding of concept of zero Numbers within 10 Count up to ten objects | Measures Vocabulary for comparing weight & height & length & capacity Time - sequence events, yesterday/today/tomorrow Patterns Repeating patterns | Numbers beyond 10 Build and identify numbers to 20 and begin to understand order and place value Composition of numbers beyond 10 Writing numbers |

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| | Matching equal and unequal sets | Addition and Subtraction | Represent, order and explore numbers to ten | Shape | Count on and back to beyond 10 | Begin to understand the odd and even number structure |
| | Comparing objects and sets. | Explore addition and subtraction within 5 | Composition | Describe and sort 3-D shapes | Subitise to 10 | |
| | Subitising 1-5 | Measures | One more or fewer, one greater or less | Describe similarities and differences | One more / one less | Shape and Space |
| | Ordering objects and sets / introduce manipulatives. | Estimate, order compare, discuss and explore capacity, weight and lengths | Subitise | | Missing Numbers | Positional language |
| | Number recognition. | Shape and Sorting | Comparing 2 quantities, ordering quantities | | Addition and subtraction | Spatial reasoning |
| | Begin to form numbers | Describe and sort 2-D shapes | Pairing | | Addition and subtraction within 20 | Shapes can be combined or separated to make a new shape |
| | Pattern and Early Number | Describe position accurately | Writing numbers | | Understand an amount can be changed by adding more or taking away | Patterns |
| | Recognise, describe, copy and extend colour and size patterns | Calendar and Time | Addition & Subtraction | | Begin to add on by counting on | Patterns in numbers and shape |
| | | Days of the week, seasons | Explore addition within 10 - combining two groups | | Begin to problem solve and reason | Repeating patterns |
| | | Night and Daytime | Subtraction as taking away | | Recall number bonds to 5 and 10 | Symmetry |
| | | | Number Bonds to 10 | | | |

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| | Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment. | | Addition, subtraction and equals symbols | | Doubling •Double means twice the amount. •Say doubles of numbers to 10 | |
| Understanding of the World | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as being important knowledge, this extends their familiarity with words that support understanding across domains, enriching and widening children's vocabulary and supporting later reading comprehension. | | | | | |
| People, Culture and Communities | Talking about members of their family Look at family photos and baby pictures and discuss changes over time Talking about members of the community Recognise that people have different beliefs and celebrate special times in different ways | Sharing different cultural versions of famous fairy tales and stories Exploring the role of kings and queens Visit church for an Easter service Being safe around water - identifying strangers who can help in need | | Recognise that people have different beliefs and explore different religions around the world Looking at different places of worship around the world and comparing it to our local church Recognising similarities and differences between life in this country and life in other countries | | |
| Past and Present | Commenting on familiar situations in the past e.g. hospitals, Christmas and toys | Placing events in chronological order Understand the past through settings, characters and events encountered in books read in class and storytelling | | Changes in living things - think about life cycles and place events in order to show change over time. | | |

The Natural World

Talk about significant people from the past from before they were born - Mary Seacole
Visit church for a Harvest service
Stranger danger and road safety - talking about occupations and how to identify strangers that can help them when they are in need
Black history week - My 2 grannies by Floella Benjamin -

Exploring autumn - changing seasons
Navigating around our classroom and outdoor areas - becoming familiar with our surroundings
Talk about what they do with their family and places they have been with their family - making comparisons with other families
Commenting on what their home is like
Road safety
Creating maps to show the journey of people in our community e.g. postal worker

Talk about the lives of the people around them and their roles in society - deep sea explorers such as Sylvia Earle.
Learning about castles and what it was like to live in them, in the past

Making maps and drawing information from maps
Freezing and melting experiments
Use images, video clips, shared texts and other resources to bring the wider world into the classroom
North and south pole as contrasting climates
Recycling - how can we take care of our world, looking after our oceans.
Under the sea environments and the creatures that live within them
Non-fiction texts that offer insight into contrasting environments
Materials experiments - floating, sinking, plastic, metal etc.
Similarities and differences between this country and the polar regions - can the children make comments on weather, climate, culture, clothing, housing.

Seasonal changes over the year 'now and then'
Know some similarities and differences between things in the past and now - drawing on how they have changed, what they can do now that they couldn't in the past.

Making sense of different environments and habitats
After close observation, draw pictures of the natural world including animals and plants
Using Google Earth to identify different habitats and compare places
Discussion, describing and commenting on things they have seen whilst outside, including plants and animals
Exploring seasonal changes and the effect of this on the natural world
Going on walks looking for signs of changing seasons
Exploring our local area and describing our immediate environment
Plant plants and look at habitats in the natural world
Baby animals and how they grow in nature
Exploring a hot country - using Handa's Surprise.

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| | | | Observing different growing plants Building bug hotels and go on mini beast hunts |
| Expressive Arts and Design | The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage in the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial in developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | |
| Creating with Materials | Creating self portraits Printing with different tools - body parts, stamps etc. Naming primary and secondary colours, colour mixing Exploring a healthy diet - tasting and describing foods Joining materials Using tools to manipulate clay Printing patterns Taking rubbings Using a range of materials and tools Exploring artist Kandinsky Using recycled materials to construct | Planning and designing Using a range of materials to construct with Reflecting on how they achieved their aims Collaging Exploring threading techniques Drawing Club - refining drawing techniques Visiting our school art gallery - talking about art and artists Exploring historical art on our school trip Weaving and threading techniques Techniques for joining materials Follow and create recipes Respond to music through drawing | Using tools to sculpt air dry clay and decorate it Observational drawing and painting Exploring the artist Andy Goldsworthy Using a variety of materials and media to paint and print Thinking and discussing what we want to make and reflecting after Noticing features in the natural world through observational drawing Cooking and baking - learning how to cook safely and hygienically Printing a variety of materials to create patterns Exploring landscape artists - Georgia O'Keefe, Claude Monet etc. Discussing colour, shape and texture Dying fabric |
| Being Imaginative and Expressive | Learning to sing nursery rhymes and action songs: Twinkle Twinkle If you're happy.. Head, shoulders | Learning to sing nursery rhymes and action songs: The grand old duke of York The ABC song Row, row, row your boat | Learning to sing nursery rhymes and action songs: Old macdonald Baa baa black sheep Ring o' roses |

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| | <p>Five little monkeys The wheels on the bus The hokey cokey Five little ducks</p> <p>Learning and singing songs for the Harvest Festival, Carol Service and the Nativity Encouraging real life experiences through role play Home corner and emergency services role play</p> <p>Sing Up: I've got a grumpy face Making up new words and actions about different emotions and feelings Exploring making sound with voices and percussion instruments to create different feelings and moods Singing with a sense of pitch, following the shape of the melody with voices Marking the beat of the song</p> <p>The sorcerer's apprentice Exploring storytelling elements in the music and creating a class story inspired by the piece Identifying and describing contrasts in tempo and dynamics</p> | <p>Develop storylines in their pretend play Become storytellers, adapting and changing traditional tales for performance Using props, puppets, story sacks and story maps to encourage children to retell, invent and adapt stories Learning and singing songs for the Easter service Under the sea and fairy-tale land role play</p> <p>Sing Up: Bird spotting: cuckoo polka Explore the range and capabilities of voices through vocal play Develop a sense of beat by performing actions to music Develop active listening skills by recognising the 'cuckoo call' in a piece of music Enjoy moving freely and expressively to music</p> <p>Shake my sillies out Create a sound story using instruments to represent different animal sounds/movements Sing an action song with changes in speed Play along with percussion instruments Perform the story as a class Listen to music and show the beat with actions</p> <p>Up and down Make up new lyrics and accompanying actions Sing and play a rising and falling melody, following the shape with voices and on tuned percussion</p> | <p>Incy,wincy spider</p> <p>Creating learning opportunities to develop a deeper understanding of characters in a story Investigation station and farm shop role play</p> <p>Sing Up: Down there under the sea Develop a song by composing new words and adding movemets and props Sing a song using call and response structure Play sea sound effects on percussion instruments With some support, play a call and response phrase comprising of a short, stepping tune Listen to a range of sea-related piece of music and respond with movement</p> <p>It's oh so quiet Improvise music with different instruments, following a conductor Compose music based on characters and stories developed through listening to Beethoven's 5th symphony Play different instruments with control Explore dynamics with voices and instruments Develop listening skills, identifying dynamics (forte, crescendo)</p> |
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| | <p>beginning to use musical terms such as louder, quieter, faster, slower, higher and lower</p> <p>responding to music in a range of ways e.g. movement, talking, drawing</p> <p>Witch witch Making a simple accompaniment using percussion instruments Using the voice to adopt different roles and characters Matching the pitch of a four-note call and response song</p> <p>Row, row, row your boat Make up new lyrics and vocal sounds for different types of transport Sing in tune with 'stepping' and 'leaping' notes</p> | <p>Use appropriate hand actions to mark a changing pitch</p> <p>Five fine bumble bees Improvise a vocal/physical soundscape about minibeasts Sing in call and response and change voices to make a buzzing sound Play an accompaniment using tuned and untuned percussion and recognise change in tempo Listen to a piece of classical music and respond through dance</p> | <p>diminuendo) across a range of different musical styles</p> <p>Clap, clap, clap Compose a three-beat body percussion pattern and perform it to a steady beat Sing a melody in waltz time and perform the actions Transfer actions to sounds played on percussion instruments Listen actively to music in 3/4 time Find the beat and perform a clapping game with a partner</p> <p>Bow, bow, bow Belinda Invent and perform actions for new verses Sing a song while performing a sequence of dance steps Play a two-note accompaniment, playing the beat, on tuned or untuned percussion Listen to and talk about folk songs from North America</p> |
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