



St Joseph's
Catholic Primary School

Work hard, love tenderly, walk humbly: trusting in God.

St Joseph's Catholic Primary School, Stanley

EYFS Curriculum 2023-2024

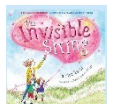
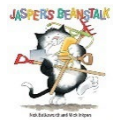
This document highlights our overall yearly plan; however, the EYFS unit is responsive to the needs of each cohort of pupils.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes/ Things to care about	Myself Welcome Autumn Halloween Introduction to dental hygiene	Bonfire Night Remembrance Sunday Winter Christmas	People who help us Winter/ Antarctica Chinese New Year Valentine's Day Shrove Tuesday	Spring Growing Easter Mother's Day World Book Day	Animals Minibeasts Life-cycles Dental hygiene Being healthy	Summer Father's Day Pirates/seaside
Key Experiences/ Cultural Capital	Welcome Liturgy Autumn walk Visit from Bernie's Hedgehog Rescue	Church visit - mock baptism World Nursery Rhyme Week Nativity Pantomime	World Continent Week Chinese food tasting Making pancakes Police visit/Jen and Ben	Growing seeds Baby visit Walk to the Post Office Baking bread	Chick life-cycles Dentist visit Garden Spruce up Walk around our local area	Preparation for Northumbria in Bloom Sport's Day Out of school visit End of year family celebrations
Key Texts	   	   	 	   	   	   



Nursery Rhymes and Songs	<p>Twinkle, Twinkle</p> <p>Head, shoulders, Knees and Toes</p> <p>If you're happy and you know it</p> <p>Teddy Bear, Teddy bear</p> <p>Dingle Dangle Scarecrow</p> <p>Brush Your Teeth Everybody</p>	<p>Incy Wincy Spider</p> <p>Little Miss Muffet</p> <p>It's Raining, it's pouring</p> <p>1, 2 Buckle my shoe</p>	<p>Miss Polly has a Dolly</p> <p>Humpty Dumpty</p> <p>Five Little Monkeys</p> <p>London Bridge is Falling Down</p> <p>One Finger, One Thumb (Keeping Moving)</p>	<p>Mary, Mary Quite Contrary</p> <p>Mary had a little lamb</p> <p>Old McDonald Had a farm</p> <p>This Little Piggy</p> <p>The Farmer's in his Dell</p> <p>You are my Sunshine</p> <p>The Children Plant a Seed</p> <p>There's a tiny caterpillar on a leaf.</p>	<p>Row, Row, Row your Boat</p> <p>The Wheels on the Bus</p> <p>Alice the Camel</p> <p>Down in the Jungle</p> <p>In the Jungle (the mighty jungle)</p>	<p>1, 2, 3, 4, 5, once I caught a fish alive</p> <p>A Sailor Went to Sea</p> <p>Bobby Shaftoe's Gone to Sea (local connection)</p> <p>I have a Little Turtle</p> <p>Camille Saint-Saëns - Aquarium</p> <p>Lots to see in the Big Blue Ocean</p>
RE	<p>Domestic Church - MYSELF - God knows and loves each one</p> <p>Judaism - Hannukkah</p> <p>Hymns:</p>	<p>Baptism/Confirmation - WELCOME - Baptism: a welcome to God's family</p> <p>Advent/Christmas - BIRTHDAY - Baptism: Looking forward to Jesus' birthday</p> <p>Hymns: Away in a Manger</p>	<p>Local Church - CELEBRATING - People celebrate in Church</p> <p>Islam - Prayer mats</p> <p>Hymns: Magic Penny</p>	<p>Eucharist - GATHERING - Parish family gather to celebrate Eucharist</p> <p>Lent/Easter - GROWING - Baptism: Looking forward to Easter</p> <p>Hymns: God's not dead,</p>	<p>Pentecost - GOOD NEWS - Passing on the Good News of Jesus</p> <p>Reconciliation/Anointing of the sick - FRIENDS - Friends of Jesus</p> <p>Hymns: If I Were a Butterfly</p>	<p>Universal Church - OUR WORLD - God's wonderful world</p>



	Come and Join the Circle Gather Together			It's Easy Peasy Lemon Squeezy to See How Much Jesus Loves Me		Hymns: He's Got the Whole World in His Hands
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery					
Communication & Language	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking
	<p>Speak in simple sentences (puts at least 2 or 3 words together e.g. mammy at work)</p> <p>Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one situation <i>Parents, mam, dad, brother, sister, grandparents, grandmother, grandfather, step mam, step dad</i></p> <p>Start to say how they are feeling using</p>	<p>Share ideas and experiences with their Key Person during group time and in play.</p> <p>Be able to talk about personal experiences for example, what have you played with <i>today</i>? What are you doing after Nursery?</p> <p>Use photos as prompts when developing communication e.g. photographs of the day in Nursery, photos shared by parents on Class Dojo.</p> <p>Begin to use descriptive language e.g. 'Katie's coat', 'blue car', 'juicy apple'.</p>	<p>Use familiar vocabulary in context.</p> <p>Begin to learn and use new topic words. <i>Unfamiliar words will be explained and used in a variety of contexts in order for children to extend their vocabulary.</i></p>	<p>Use a wider range of vocabulary based on stories we share and activities we complete.</p> <p>Can join a conversation with an adult or friend. <i>Look at the person who is talking to you. Respond appropriately to what they say.</i></p>	<p>Continue to learn and use new topic words.</p> <p>Talk in more detail about an event that has already happened.</p> <p>Correctly use a range of tenses when sharing thoughts and ideas.</p>	<p>To begin to extend ideas using <i>'and/because'</i>.</p> <p>Begin to use a variety of question words, such as <i>what, when who...</i>etc</p> <p>Listen to and talk about stories we have shared during group time. Talk about <i>main events/characters</i>. briefly recap the story in order, thinking about <i>beginning, middle and end</i>.</p>



	<p>words as well as actions. Happy, sad, excited, scared</p> <p>Listening</p> <p>Understand how to listen and why listening is important.</p> <p>We listen to learn new things, find out about each other and for enjoyment such as stories and songs.</p> <p>Look at the person who is talking, sit nicely on the carpet (ideally cross legged but legs forward if struggling, no 'w' legs), or stand facing the person talking.</p>	<p>Understand simple, familiar requests, such as 'sit on a spot'.</p> <p>Listening</p> <p>Listen to short stories during carpet time.</p> <p>Look at the adult reading the story, comment on pictures, respond appropriately to the story, for example, laughing when the Big Billy Goat barges the troll off the bridge.</p>	<p>Listening</p> <p>Attend to a focused activity, in key person groups, for increasing lengths of time.</p> <p>Listen to and understand simple questions and instructions. Respond appropriately when asked, for example, 'Where's your hat?' or 'What's Danny doing?'</p>	<p>Listening</p> <p>Listen to and engage with short stories during carpet time.</p> <p>Look at the adult reading the story.</p> <p>Join in in with simple, repeated refrains (with prompts/encouragement) e.g. 'I sent it back', Comment on/ask questions about the story.</p>	<p>Listening</p> <p>Listen to others in my key person group.</p> <p>Listen to stories and answer simple questions about main events or characters.</p>	<p>Begins to understand more complex questions, such as 'how'...' and 'why...'</p> <p>Listening</p> <p>Responds to instructions to complete a simple activity.</p> <p>Talk about stories we have shared during group time.</p> <p>Stop and listen to an adult when attention is gained.</p>
Reception						
	<p>Speaking</p> <p>Join in with social phrases - responding to the register with</p>	<p>Speaking</p> <p>Use some vocabulary from stories heard when</p>	<p>Speaking</p> <p>Extend answers using a range of connectives: and, but, because, so</p>	<p>Speaking</p> <p>Use sequencing words to give more detail to answers: first, after, before, next</p>	<p>Speaking</p> <p>Use newly introduced vocabulary to talk about and compare places</p>	<p>Speaking</p> <p>Hold conversations with both adults and peers on a range of</p>



	<p>'Good morning Mrs ___', answering simple 'how are you' questions.</p> <p>Begin to join in with familiar one-to-one and small group conversations. Begin to extend ideas using 'and/because'.</p> <p>Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one and small group situation. <i>Parents, Mam, Dad, brother, sister, grandparents, step mam, step dad</i></p> <p style="text-align: center;">Listening</p> <p>Understand how to listen and why listening is important.</p> <p style="text-align: center;"><i>We listen for enjoyment (stories) We listen so we know what we are doing (instructions) We listen to learn new things (facts)</i></p>	<p>retelling and creating own.</p> <p>Retell a favourite story or make up own simple story, talking about their favourite part in one-to-one and small group situations (puppets/story maps) <i>Once upon a time, Happily ever after, Suddenly, then, next, The end Characters, setting, author, illustrator, blurb</i></p> <p style="text-align: center;">Listening</p> <p>We listen for enjoyment.</p> <p>Listen to, and engage, in story time.</p> <p>Listen carefully to a story as part of a small group and as part of the whole class.</p> <p>Show you have been listening by joining in with repeated refrains, answering simple questions about <i>plot, character.</i></p>	<p>Answer 'why' questions within a small group or whole class situation</p> <p style="text-align: center;">Begin to formulate simple questions to ask a visitor.</p> <p style="text-align: center;">Listening</p> <p>We listen to learn new things.</p> <p>Understand the relationship between speaking and listening.</p> <p style="text-align: center;"><i>In order for us to say the right thing (respond appropriately), we need to listen carefully to what the person is saying.</i></p>	<p>Answer 'how' questions within a small group or whole class situation.</p> <p style="text-align: center;">Listening</p> <p>We listen so that we can respond appropriately.</p> <p>Understand importance of maintaining a thread to a discussion/conversation.</p> <p style="text-align: center;"><i>In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</i></p> <p>Are we talking about the same thing as the other person in the conversation?</p>	<p>both in small groups and whole class.</p> <p style="text-align: center;">Listening</p> <p>Embed taught skills</p>	<p>topics familiar to them.</p> <p style="text-align: center;">Listening</p> <p>Embed taught skills</p>
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	<p>We listen so that we can respond appropriately (conversation)</p> <p>Promote and model active listening.</p> <p>We need to look at each other when we talk so we can concentrate on what is being said.</p>		<p>Model how to think of appropriate questions to ask a visitor.</p> <p>Emphasise not asking things they have already told us.</p>			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social, Emotional Development	Nursery					
	<p>Separate from carer happily at the start of each session.</p> <p>Settle to some activities of your choice for a short time.</p>	<p>Form positive relationship with key person.</p> <p>Begin to understand familiar boundaries and routines.</p> <p>Play alongside other children who share similar interests.</p>	<p>Attend to a focused activity, in key person groups, for increasing lengths of time.</p> <p>Feel confident to explore different areas in the EYFS unit.</p> <p>Become more independent and willing to do things themselves e.g. put on my own coat (flip, flop, over the top!).</p> <p>Show awareness of my own feelings and be able to express them - happy, sad, excited, scared.</p>	<p>Engage in adult led activities for a short period of time.</p> <p>Form friendships with other children.</p> <p>Talk confidently to my Key Person and other children during group time.</p> <p>Notice similarities and differences between myself and others.</p> <p>Ask questions about differences e.g. hair colour, skin colour, gender and so on.</p>	<p>Talk to my friends as we play, sharing ideas and beginning to take turns.</p> <p>Learn to talk about how I feel, using more vocabulary e.g. 'I'm sad because....', 'I love it when....'</p> <p>Show empathy/concern for special people e.g. finding a toy you know they like to cheer them up.</p>	<p>Select and use activities and resources (with support if needed) you help achieve a goal set by yourself or someone else.</p> <p>Show resilience when trying new activities/reaching goals.</p> <p>Begin to understand how others may be feeling and take account of their ideas and needs.</p>
	Reception					



	<p>Building relationships/getting to know each other. Learning each other's names. Understanding the importance of welcoming everyone into our class group. Acknowledging differences between class group and celebrating those differences.</p> <p>We are all different. We are all unique. It is great to be different.</p> <p>Settling to the routines and expectations of the classroom – Registration snack time, lunch, rules of our areas etc.</p> <p>Spend time playing alongside others in the areas, developing confidence with resources and class environment. Adults model positive play.</p>	<p>Become more familiar with class and school rules. Begin to understand why these rules are important.</p> <p>Rules are important in class so that we can all enjoy learning and playing together.</p> <p>It is important to be patient. We don't always get what we want immediately (link to advent).</p> <p>Begin to consider what activities they would like to attempt during play. Encourage selective choice of resources and working towards a conclusion. Emphasise children taking pride in own work rather than looking for praise from others.</p> <p>Encourage children to dress appropriately for the Winter weather. Can they put on their own hat, scarf, gloves? Can they zip up their coats to keep warm?</p>	<p>We are all special and unique.</p> <p>There are people we can ask for help when we need it.</p> <p>Understanding of the need for rules to keep everyone safe – consequences of actions.</p> <p>We need rules and laws to keep everyone safe.</p> <p>Look at how we can continue to look after ourselves by making healthy food choices. Identify appropriate choices.</p> <p>Fruit and vegetables help to keep us healthy.</p> <p>They contain vitamins that help different parts of our body.</p>	<p>Focus on how we have developed from babies and toddlers. What can we do now that we couldn't do?</p> <p>When we were a baby, we needed help with everything. As a toddler, we began to walk, talk and feed ourselves. As a child, we start school and make lots of friends. As a teenager, we start to think about work and how to look after ourselves. As an adult, we begin to make our own decisions, have our own house/family/job.</p> <p>How can we tell someone what we want and how we are feeling now?</p> <p>When we were a baby, we cried to tell people we were unhappy. We couldn't say exactly what was wrong.</p> <p>Now we can speak, we can explain exactly how we are feeling and what is wrong.</p>	<p>Developing a sense of belonging – this is where I am from. This is where I belong. This is my community (links to Northumbria in Bloom).</p> <p>Can children recognise their house/street?</p> <p>Do they know their address?</p> <p>Recognise that children around the world may look different or live differently but they all have the same needs – to be loved, to be looked after, to be fed and kept safe.</p>	<p>Endangered animals – showing some empathy. What can we do to help them?</p> <p>Why is it important to help them?</p> <p>Endangered animals need our help so that they don't die out and become extinct.</p> <p>Begin to understand why some people act in a certain way.</p> <p>Some people don't realise that what they are doing is affecting the animals.</p> <p>Some people think that what they are doing is right.</p> <p>Some people don't care about the animals.</p> <p>Why is it important to look after our world?</p> <p>Consider all of the changes that happen in our lives.</p> <p>Prepare for transition to Year 1.</p>
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	<p>Beginning to identify all of our different feelings.</p> <p><i>We all have feelings. It is alright to feel sad/angry/scared. I know to talk to a grown up when I have these feelings and they can help.</i></p> <p>Introduce a feelings chart to encourage talking about how we are feeling and what we can do to help ourselves and each other.</p>					<p>Focus on what we know now that we didn't know when we started school.</p> <p>What skills and talents have we developed that will help us in Year 1?</p> <p>Talk about any worries we have and what we can do to help each other feel better about things.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery					
Physical Development	<p>Gross motor</p> <p>Clap and stamp to music.</p> <p>Walk and run confidently and safely.</p> <p>Begin to climb equipment (both indoors and out)</p> <p>Clearly communicate when you need to use the toilet.</p>	<p>Gross motor</p> <p>Begin to roll, kick, catch and throw a large ball.</p> <p>Sit on a balance bike and move safely around, pushing with your legs.</p> <p>Explore different ways of moving such as jumping, crawling, hopping and skipping.</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks (Squiggle While you Wiggle).</p>	<p>Gross motor</p> <p>Go up steps, stairs or climbing equipment using alternate feet.</p> <p>Skip, hop, and stand on one leg for a game like musical statues.</p> <p>Jump up into the air with both feet leaving the floor and jump forward a small distance.</p> <p>Use the toilet by myself.</p>	<p>Gross motor</p> <p>Kick a stationary ball with either foot, beginning to aim when passing to a friend or towards a goal.</p> <p>Throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and chest to trap it.</p> <p>Use wheeled toys with increasing skills: pedalling, balancing, holding handlebars and steering.</p>	<p>Gross motor</p> <p>Use large equipment purposefully, (a spade to dig a large hole, a sweeping brush to clean up the sand).</p> <p>Work together to manage large items, (moving a large plank safely or carrying hollow blocks).</p>	<p>Gross motor</p> <p>Show control when kicking, throwing and catching.</p> <p>Move around safely without bumping into objects or other children.</p> <p>Climb confidently and get down from equipment independently.</p>



	<p>Fine motor</p> <p>Explore mark making using a range of media.</p> <p>Stack blocks or other resources to make a small tower.</p> <p>Participate in finger and action rhymes, songs and games, imitating the movements and anticipating actions.</p>	<p>Fine motor</p> <p>Use the toilet with little support.</p> <p>Make snips in paper using loop scissors.</p> <p>Begin to explore using movements to change playdough: poking, splatting and rolling (Dough Disco).</p> <p>When holding crayons, chinks etc, make connections between their movement and the marks they make.</p>	<p>Fine motor</p> <p>Begin to show a preference for a dominant hand.</p> <p>Use lines and circles in their drawings meaning that mark making and drawings become more recognisable.</p> <p>Turns pages in a book, sometimes several at once.</p>	<p>Fine motor</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Develop use of one-handed tools and equipment (pencils, pens, scissors, paintbrushes, tweezers etc.).</p>	<p>Fine motor</p> <p>Show increasing control when using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Begin to write letter shapes/make marks to represent their name.</p>	<p>Fine motor</p> <p>Drawing more recognisable pictures, for example people and houses, talking about them as they draw.</p> <p>Begin to manage zips and buttons.</p>
Reception						
<p>Gross motor</p> <p>Exploring what our bodies can do – fundamental skills.</p> <p>Moving at different speeds and in different directions, stopping and standing still when asked.</p>	<p>Gross motor</p> <p>Encourage and develop moving in different ways.</p> <p>Introduce apparatus, encouraging movement in different ways over apparatus.</p> <p>Becoming confident travelling at different heights.</p>	<p>Gross motor</p> <p>Introduce balls of different sizes. Explore throwing, catching, rolling and kicking both large and small balls.</p> <p>Encourage aiming for targets of different shapes and sizes.</p> <p>Work together with a partner to complete</p>	<p>Gross motor</p> <p>Introduce resources to bat, pat and hit a ball.</p> <p>Simple relay races to consolidate turn taking and practise recently learned skills.</p> <p>Relay, baton, team work, competitive, competition,</p>	<p>Gross motor</p> <p>Introduce ball games with teams and rules.</p> <p>Spend time practising these games and thinking about how we can improve our performance.</p> <p>Rules, fair, improve</p>	<p>Gross motor</p> <p>Create obstacle courses for the children to complete. Ensure a range of surfaces and heights.</p> <p>Encourage children to create obstacle courses for their friends to complete.</p> <p>Under, over, through, along</p>	



	<p>Moving safely around a space.</p> <p>Finding space safely to complete activities.</p> <p>Balancing on different parts of the body</p> <p>Stillness, balance, space, pathway, faster, slower, safe</p> <p>Fine motor</p> <p>Develop pincer grip using tweezers, pipettes etc.</p> <p>Develop mark making – create meaningful lines: circles, humps, zig zags,</p> <p>Encourage drawing and painting using a variety of equipment -pencils, large felt pens, chalk, crayons, large paint brushes.</p>	<p>Use bean bags to look at how we aim and throw towards a target.</p> <p>Crawl, climb, along, jump, land,</p> <p>Skip, side-step, zig zag, gallop</p> <p>Fine motor</p> <p>Practising letter formation of graphemes taught – initially using white board and pen</p> <p>Introduce fine-line pens and thinner pencils.</p> <p>Introduce Play Dough Station- children to stir and knead in order to create a perfect dough. They then use a range of tools to model their dough.</p>	<p>different tasks involving balls.</p> <p>throw, catch, aim,</p> <p>Fine motor</p> <p>Work on letter formation using pencil and paper.</p> <p>Lots of repetition in order to develop some fluency.</p> <p>Introduce fine paint brushes with watercolour</p> <p>Explore clay and the tools needed to roll and shape.</p>	<p>turn taking, rules, faster, slower</p> <p>Fine motor</p> <p>Use a range of tools correctly – spade, rake, trowel,</p> <p>Preparing the outdoor area – digging, raking, pulling out weeds, planting seeds and bulbs etc.</p>	<p>Fine motor</p> <p>Continue to work on correct letter formation. Practise sitting letters correctly on the writing line.</p>	<p>Fine motor</p> <p>Review and focus on any errors</p> <p>Personalised intervention</p>
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	<p>Write own name – look at size and shape of letters.</p> <p>Use scissors with increasing accuracy for a variety of purposes, such as, cutting along lines (straight, wavy, zig-zag) or around pictures.</p> <p>Squiggle While you Wiggle/Dough Disco - whole class then as intervention if necessary.</p> <p>Launch 'The Message Centre'.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery					
	<p>Join in with actions and sing along with favourite rhymes and songs.</p> <p>Enjoy sharing books with adults.</p> <p>Turn when their name is called.</p> <p>Understand a simple sentence, i.e. 'Get your coat'.</p>	<p>Listen to short stories during carpet time.</p> <p>Handle books correctly.</p> <p>Talk about pictures in book.</p> <p>Respond to requests in simple games e.g. Simon Says.</p> <p>Use gross motor movements to mark make in a variety of scenarios</p>	<p>Sing songs and rhymes independently, for example, singing when playing.</p> <p>Use the pictures in familiar stories to retell them.</p> <p>Follows a simple instruction when it is directed at me, for example 'Alfie get the cup from the bag'.</p>	<p>Join in in with simple, repeated refrains (with prompts/encouragement) e.g. 'I sent it back'.</p> <p>Comment on/ask questions about the story.</p> <p>Understands the use of objects.</p> <p>Responds to simple instructions i.e. collect or put away an object.</p>	<p>Begin to write letter shapes/make marks to represent their name.</p> <p>Notices print in the environment, e.g. the first letter of their name, familiar logos or shop signs.</p> <p>Name the different parts/features of a book: front cover, back cover, blurb, title, author, illustrator</p>	<p>Recognise their name.</p> <p>Begin to recognise rhyme.</p> <p>Develop phonological awareness, for example, claps syllables in words or recognises words with the same initial sounds.</p>



<p>Enjoy a range of mark making experiences.</p>	<p>for example, 'Squiggle Whilst you Wiggle'.</p> <p>Begin to talk about marks they make.</p>	<p>Explore a range of mark making activities, talking about marks they make.</p>	<p>Can join a conversation with an adult or friend.</p> <p>Look at the person who is talking to you. Respond appropriately to what they say.</p> <p>Understands 'who', 'what' and 'where' questions.</p>	<p>Understands simple instructions when directed at a small group, not just me, for example, Mrs Burgess' group go and get your coats.</p>	<p>Drawing more recognisable pictures, for example people and houses, talking about them as they draw.</p> <p>Use 'writing' in play, for example, writing a shopping list, starting at the top of the page.</p>
<p>Reception</p>					
<p>Phonics Sounds in the environment Initial sounds- alliteration Rhyming strings Oral blending – talking like a robot</p> <p>Message Centre – Encourage mark making using symbols/letter shapes.</p> <p>Phonics – RWI Teach RWI phrases for learning, for example 'Turn to Your Partner', 'My Turn, Your Turn', 'Magnet Eyes', 'Fred Talk', 'Fred in Your Head'.</p> <p>Teach Set 1 sounds.</p>	<p>Recognise the structure of a story (beginning, middle and end).</p> <p>Begin to show awareness of characters and settings in stories.</p> <p>Start to recognise if books are fiction, non-fiction or poetry.</p> <p>Talk about books they have read and say if they liked them or not and why.</p> <p>Can recognise own name and some other familiar words and names e.g. Mum, Dad and friends' names.</p> <p>Read all set 1 a and b sounds.</p>	<p>Become more confident recognising if books are fiction, non-fiction or poetry.</p> <p>Recognise the structure of a story (beginning, middle and end).</p> <p>Discuss and offer opinions about books they have read or listened to.</p> <p>Can recognise own name and some other familiar words by sight.</p> <p>Recognise some set 1 red words.</p> <p>Begin to sight read some speedy green words (set 1).</p>	<p>Confidently recognise if books are fiction, non-fiction or poetry.</p> <p>Begin to anticipate and discuss story structure.</p> <p>Discuss characters and settings in stories.</p> <p>Discuss in more detail and offer opinions about books they have read or listened to.</p> <p>Recognise some set 1 red words and sight read some speedy green words (set 1).</p> <p>Confidently read all set 1 letter sounds and special friends.</p> <p>Become more fluent when reading special friend sounds (set 1) in words.</p>	<p>Know if a book is fiction, non-fiction or poetry and say why.</p> <p>Anticipate and discuss story structure. Confidently discuss characters, settings and plot in stories.</p> <p>Recognise and say all set 1a sounds, including special friends.</p> <p>Recognise and sight read most set 1a red words.</p> <p>Recognise by sight most set 1 speedy green words.</p> <p>Begin to Fred in your head whilst segmenting</p>	<p>Recognise and say all set 1a sounds, including special friends.</p> <p>Recognise and sight read all set 1a red words.</p> <p>Recognise by sight all set 1 speedy green words.</p> <p>Read all special friend sounds (set 2).</p> <p>Read all special friend sounds (set 2) in words.</p> <p>Fred in your head whilst segmenting and blending set 1a green words up to 1.8.</p>



	<p>Begin to hear oral blends in CVC words using set 1 sounds.</p> <p>Begin to read CVC words.</p>	<p>Read CVC words containing the taught set 1a sounds.</p> <p>Begin to read special friend sounds (set 1).</p> <p>Begin to read special friend sounds (set 1) in words.</p> <p>Answer simple questions about things they have read (ditty sheet questions).</p> <p>Read CVC sound blending books and begin to read ditty sheets.</p>	<p>Confidently read single letter sounds (set 1).</p> <p>Become more confident reading special friend sounds (set 1).</p> <p>Segment CVC and CVCC words using Fred talk.</p> <p>Hear blends in CVC and CVCC words after reading sounds independently.</p> <p>Demonstrate comprehension by answering simple questions about what they have independently read (Ditty questions).</p> <p>Begin to read ditty sheets.</p>	<p>Segment CVC and CVCC words using Fred talk with growing independence.</p> <p>Hear blends in CVC and CVCC words, including words containing special friends.</p> <p>Independently and fluently read ditty sheets and answer questions about what they have read.</p> <p>Begin to read red books.</p> <p>Begin to read special friend sounds (set 2).</p> <p>Begin to read special friend sounds (set 2) in words.</p>	<p>and blending set 1a green words up to 1.8. Independently read red books and red ditty sheets and begin to read green books.</p> <p>Demonstrate comprehension by answering questions about books they have read or listened to.</p> <p>Read most special friend sounds (set 2).</p> <p>Read most special friend sounds (set 2) in words.</p>	<p>Independently read green books and beginning to read purple books.</p> <p>Demonstrate comprehension by answering questions about books they have read or listened to.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery					
Mathematics	<p>Begin to take part in finger rhymes with numbers.</p> <p>Say some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>	<p>Rote count to 5.</p> <p>Subitise 2: subitising is when you can quickly say how many objects you can see without counting them.</p> <p>Compare collections that are quite different in quantity and know that</p>	<p>Rote count to 10 and beyond!</p> <p>Compare sizes using appropriate language e.g. big, bigger, small, little, smallest.</p> <p>Compare objects by length using language such as short, long, longest etc.</p>	<p>Beginning to select a small number of objects from a bigger group.</p> <p>Show the right number of fingers to represent numbers up to 5 (and beyond).</p> <p>Beginning to recognise significant numerals.</p>	<p>Can verbally count to 10 with some correspondence with objects. They may point to objects to count a few items but then lose track.</p> <p>Experiment with symbols and marks to represent numbers.</p>	<p>Subitise up to 3: subitising is when you can quickly say how many objects you can see without counting them.</p> <p>Count a small number of objects, in a row, with one-to-one correspondence.</p>



	<p>Sort objects by colour. The objects that are the same colour, go in the same group.</p> <p>Categorise objects e.g. cars in one group, people in another.</p> <p>Complete inset puzzles.</p>	<p>one has 'more' than the other.</p> <p>Sort objects by size: big, small, little</p> <p>Can choose appropriate shapes when building to represent my ideas.</p>	<p>Beginning to understand that things might happen now or at another time, in routines: now, first, next, after, later</p>	<p>Explore and name 2D shapes (circle, square, triangle, rectangle), talking about them using words like 'pointy', 'round', 'straight'</p> <p>Understand positional language, for example, 'The bag is under the table'. In, on, under, next to, behind.</p> <p>Talk about and identify patterns that I see around me e.g. stripes on clothes. Use every day, informal language to talk about patterns: spotty, stripy, pointy etc</p>	<p>Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. The same!</p> <p>Compare amounts saying 'lots', 'more', 'fewer'</p> <p>Recalls a sequence of events in everyday life and stories</p>	<p>I must touch each item as I count to make sure I count every one carefully.</p> <p>Answer 'how many' by counting a small group of objects.</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</p> <p>Continue a simple repeating pattern e.g. stick, leaf, stick, leaf...</p> <p>Explore 3D shapes, using everyday words to talk about them.</p> <p>Describe a familiar route using positional language, for example, 'On my way home we walk behind the shop'.</p>
Reception						
	<p>Matching/Sorting: Find and match objects which are the same. How is it the same?</p>	<p>Composition of 1,2,3 All numbers are made up of smaller numbers. Explore different ways to make 3</p>	<p>Zero: The number name zero and the numeral 0 are used to represent the idea that there is</p>	<p>Numbers 9 and 10: Represent 9 and 10 in different ways. Use a ten frame to subitise groups of 9 and 10.</p>	<p>Building Numbers: beyond 10 Build and identify numbers to 20 using a range of resources.</p>	<p>Doubling: Double means 'twice as many.'</p>



	<p>How is it different? Begin to create own criteria for sorting.</p> <p>Comparing: Making comparisons about sets of objects – more/fewer/same amount Objects can also be compared based on size – smaller/larger/taller/Shorter</p> <p>Making Simple Patterns: Copy, continue and create simple repeating patterns</p> <p>Representing/ comparing numbers 1,2,3: Identify different representations of each number. Begin to subitise to 3 Count different arrangements of amounts to 3 by touching each objects As we count, each number is 1 more than the object before.</p>	<p>Circles and Triangles Circles have 1 curved edge and triangles have 3 straight sides. Begin to recognise these shapes around the classroom and outside.</p> <p>Spatial Awareness Begin to use positional language to describe how items are positioned.</p> <p>Numbers 4 and 5: Count on and back to 4 and 5. Subitise to 5 Match number names to numerals and quantities 1 more, 1 less Use a five frame to represent numbers to 5. Show the number 1 more and 1 less</p> <p>Shapes with 4 sides: Learn that squares and rectangles have 4 straight sides and 4 corners.</p> <p>Night and Day - Time: Order key events in their daily routines.</p>	<p>‘nothing there’ or it’s ‘all gone’.</p> <p>Comparing numbers to 5: When comparing numbers, one quantity can be more than, the same as or fewer than another quantity.</p> <p>Composition of 4,5: All numbers are made up of smaller numbers. How many different ways can you make 4 and 5?</p> <p>Comparing mass and Capacity: Make direct comparisons based on weight. Heavy, heavier than, heaviest, light, lighter than, lightest</p> <p>Numbers 6, 7 and 8: Represent 6,7 and 8 in different ways. Count out required number of objects from larger group.</p> <p>Making Pairs: Understand that a pair is two.</p>	<p>Comparing numbers to 10: Continue making comparisons by lining items up and using 1-to-1 correspondence. Number bonds to 10 Explore number bonds to 10 using different objects.</p> <p>3-D Shape: Explore and manipulate 3-D shapes through block play and modelling. Be introduced to the names of the shapes.</p> <p>Patterns: Explore more complex patterns.</p>	<p>1 full ten and 1 1full ten and two ..</p> <p>Counting patterns beyond 10: Count on and back beyond 10</p> <p>Spatial Reasoning: Select and rotate shapes to fill a given shape.</p> <p>Adding More: Use real objects to see that the quantity of a group can be changed by adding more. First, then, now</p> <p>Taking Away: Use real objects to see that the quantity of a group can be changed by taking items away.</p>	<p>Sharing and Grouping: Recognise and make equal groups.</p> <p>Even and Odd: Some quantities will share equally into two groups, and some won’t.</p> <p>Patterns and relationships: Places and models can be replicated.</p>
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	As we count back, each number is 1 less		<p>Arrange items in pairs.</p> <p>Combining 2 groups: Begin to combine two groups to find how many altogether.</p> <p>Length and height: Longer, shorter, taller, shorter, wider, narrower</p> <p>Time: Order and sequence important events in the day. Now, before, later, soon, after, then Yesterday, today tomorrow</p>			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding of the World	Nursery					
	<p>Talk about your family: Mam, Dad, brother, sister, Grandma, Granda(d) and so on.</p> <p>Recognise key people in their lives, both at home and at Nursery. Show an interest in photographs of themselves and other familiar people - photos from home can be shared on Class Dojo</p>	<p>Begin to talk about the immediate past e.g. what have you played with at Nursery today? Share photos of the day as prompts.</p> <p>Learn the names of familiar adults and children, particularly in your Key Person group.</p> <p>Show an interest in stories about people or animals that they are familiar with or fascinated by.</p>	<p>Form friendships with other children.</p> <p>Talk about personal events that have already happened, using prompts such as photographs (Class Dojo).</p> <p>Show an interest in different occupations. An occupation is a job.</p> <p>Where do your parents/family members work?</p>	<p>Notice similarities and differences between myself and others.</p> <p>Ask questions about differences e.g. hair colour, skin colour, gender and so on.</p> <p>Compare properties of materials as you explore e.g. It is better to draw pictures at the table than on the carpet because the table is hard and smooth but the carpet is too soft.</p>	<p>Begin to make sense of their own life-story and family's history e.g. 'My Mammy used to work at Asda but now she is a hairdresser.' 'Daddy lived with Grandma and Granda(d) when he was little'</p> <p>History is something that has already happened. It is in the past.</p> <p>Develop positive attitudes about the</p>	<p>Remember and talk about significant events in their own experience, with increasing detail.</p> <p>Comment on and ask questions about the environment around you.</p> <p>Know there are different countries in the world and talk about the similarities</p>



<p>Talk about familiar events such as birthday parties or special occasions.</p> <p>Explore natural materials, indoors and out.</p>	<p>Observe what people, animals and vehicles do, commenting on what you can see and beginning to ask questions.</p>	<p>Enjoy stories about a range of people, animals and nature.</p> <p>Explore materials with different properties: <i>hard, soft, slimy, fluffy, smooth, bumpy, rough.</i></p> <p>Explore materials using all of their senses.</p>	<p>Talk about some of the things you have observed such as plants, animals, natural and found objects using new vocabulary.</p> <p>Understand how to care for living things: <i>Plants needs water and sunlight to grow. Animals and humans need food, drink and somewhere safe to live.</i></p>	<p>differences between people: <i>We are all different, we are all special!</i></p> <p>Talk about what you can see around you, using a wide vocabulary.</p>	<p>and <i>differences</i> compared to where we live: <i>Our school is in Stanley, Stanley is in England.</i></p> <p>Use photographs, stories and any personal experiences to support this.</p>
Reception					
<p>People familiar to us – our family members/relatives <i>Parents, Mam, Dad, brother, sister, grandparents, Grandma, Granda, step mam, step dad</i></p> <p><i>There are many different types of family.</i></p> <p><i>There are lots of different names for family members.</i></p> <p>People who help us in school – who is everyone? What is their role? <i>Teacher, Cook, Cleaner, Caretaker, School Crossing Patrol, Lunchtime Supervisors</i></p>	<p>Celebrations familiar to us - Halloween, Bonfire night, Christmas, Remembrance Day,</p> <p><i>We all celebrate in different ways.</i></p> <p><i>We are remembering things that happened in the past, a long time ago.</i></p> <p><i>Changing seasons – autumn to winter.</i></p> <p><i>What do we notice? - darker mornings and evenings, colder, wetter weather - misty, foggy, damp, dark</i></p> <p><i>‘raining cats and dogs’, frost, snow, ice, slippy, freezing, melting, snowflakes, delicate, fragile</i></p>	<p>People familiar to us - What do your family members do for jobs?</p> <p><i>There are lots of different jobs that help people in different ways.</i></p> <p>People who help us – <i>Police/Doctors, nurses/Fire Officers/Paramedics Lifeguards.</i></p> <p>What does their job involve?</p> <p>What kind of things do they do each day?</p> <p>Do they have any special equipment/transport to help them?</p>	<p>Our Chronology - How have we changed and how will we continue to change? <i>Baby, toddler, child, teenager, adult</i></p> <p>Using photos to compare then and now.</p> <p><i>When we were a baby, we needed help with everything. As a toddler, we began to walk, talk and feed ourselves. As a child, we start school and make lots of friends. As a teenager, we start to think about work and how to look after ourselves. As an adult, we begin to make our own decisions, have our own house/family/job.</i></p> <p>Animals that we will see around us/live in our country.</p>	<p>Map Work – Where do I belong? What is my immediate environment?</p> <p><i>Our school is in Stanley. Stanley is a town in the North-East of England.</i></p> <p>Create a map of local area walk from school to Avenue. Identify <i>school, road, factories, houses, fields.</i></p> <p>Look at the difference between an <i>aerial view</i> and a <i>street view</i>.</p> <p><i>Our nearest city is Newcastle-upon-Tyne.</i></p> <p>Find Newcastle on a map of England. <i>We live in the North-East of England.</i></p> <p><i>North, south, east west,</i></p>	<p>Contrasting Environments - <i>rainforests, grasslands, deserts</i></p> <p><i>There are places in the world that are very different from where we live.</i></p> <p><i>Climate, man-made, natural</i></p> <p>What animals might we spot on our <i>coast line</i>?</p> <p><i>Rock pools – starfish, crabs, anemones</i></p> <p><i>Seals, bottle-nose dolphins</i></p> <p>Investigate floating and sinking</p>



	<p><i>There are people within our immediate community who can help us.</i></p> <p>Become familiar with Immediate class and school environment - walk around school grounds.</p> <p>Observing changes in nature: leaves changing colour and falling to ground – brown, golden, bare, acorns, conkers</p> <p><i>We see lots of changes in Autumn. Leaves change colour as they begin to die. They eventually fall to the ground. This does not happen to all trees – some are evergreens and stay green all year.</i></p> <p>Weather Changes – it starts to get colder and darker.</p> <p>Effect on animals – <i>some animals begin to prepare for the cold winter.</i></p> <p>Hedgehogs - hibernation,</p>	<p><i>In Winter the trees are bare.</i></p> <p><i>The weather is colder and the days are darker.</i></p> <p>Nocturnal animals – <i>They sleep during the day and are active at night. They are the opposite of us.</i></p> <p>owl, badger, fox, dormouse, diurnal</p>	<p><i>There are lots of people in our wider community who help us in different ways.</i></p> <p>Do we know what foods are healthy for us?</p> <p>Can we identify these vegetables?</p> <p>Have we tried them before?</p> <p>What do they look like?</p> <p>What do they feel like?</p> <p>Carrots, broccoli, turnip, cabbage, cauliflower</p> <p><i>Some foods are better for us to eat as they contain lots of vitamins for our body. They help to keep us healthy and give us energy.</i></p>	<p>Look at the lifecycle of a chick – observe the changes, starting with eggs in an incubator in class.</p> <p>Egg, hatchling, chick, hen</p> <p>Do we know the name of other baby animals?</p> <p>lambs, piglets, calves, kids, foals</p> <p>Observing changes in nature- Spring Buds starting to appear on trees, snowdrops/crocuses/daffodils appearing.</p> <p><i>In Spring, things start to grow and are born.</i></p> <p>Look at the lifecycle of a flowering plant.</p> <p>Plant bulbs and seeds in outdoor area.</p> <p>Identify key parts of a plant – bulb, seed, root, shoot, stem, petals, leaves</p>	<p>Look at world maps and identify England.</p> <p>Introduce a globe as another example of a world map.</p> <p>We live in England. Country, continent</p> <p>Look at the hot and cold places in the world and where they are found – poles, Arctic, Antarctic, equator</p>	<p>Objects float if they are light for their size.</p> <p>Objects sink if they are heavy for their size.</p> <p>An object can be light for its size if it contains air, such as a hollow ball.</p> <p>Materials with a boat shape will float because they effectively contain air.</p> <p>Make predictions – which objects will sink and which will float?</p>
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	Squirrels - gather food Birds – prepare to migrate					
Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery					
	<p>Join in with actions for familiar nursery rhymes.</p> <p>Move and dance to music.</p> <p>Build simple towers/structures.</p> <p>Make sounds in play e.g. a siren sound if driving a fire engine.</p>	<p>Begin to use objects to represent things in play e.g. using a wooden block as a phone.</p> <p>Use different tools for a purpose such as sticks, moulds, rollers and hands when exploring different media, for example, using your fingers to make spot on a ladybird you've made with the playdough.</p>	<p>Sing along and join in with actions for songs and rhymes.</p> <p>Explore instruments while singing and dancing.</p> <p>Make simple models to express ideas.</p> <p>Take on familiar roles e.g. pretending to be a Daddy and feed the baby.</p>	<p>Experiment with instruments, making sounds in different ways: shake, bang, tap, scrape, loud, quiet, fast slow</p> <p>Begin to engage in imaginative play based on own ideas or first-hand/peer experiences.</p> <p>Use available resources to create props to support play, such as making a walkie talkie if playing in role as a police officer.</p>	<p>Remember and sing entire songs that they already know or that have been taught.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Make my own imaginative 'small worlds' with available resources.</p> <p>Explore colour and how colours can be changed.</p>	<p>Build with a purpose and share ideas when constructing with a friend.</p> <p>Select own resources and equipment for a purpose i.e. I need Sellotape to stick my fag to the art straw.</p> <p>Join construction pieces together to make a model (may need support).</p> <p>Begin to develop storylines in pretend play, for example, using small world resources.</p>
	Reception					
<p>Observational Drawing</p> <p><i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p>Focus on pencil lines – what different</p>	<p>Observational Drawing</p> <p><i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p>Focus on colour – what colours can you actually see?</p> <p>Introduce water colour.</p>	<p>Observational Drawing</p> <p><i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p>	<p>Observational Drawing</p> <p><i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p>Focus on size- are you trying to capture the whole or are</p>	<p>Observational Drawing</p> <p><i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p>	<p>Observational Drawing</p> <p><i>Looking closely – you have to actually look closely and carefully at something in order to draw it.</i></p> <p>Focus on detail -</p>	



	<p><i>shape lines can you see?</i></p> <p>Self-portraits – looking closely at parts of the face using a mirror.</p> <p>Observe, shape, line, straight, curved</p> <p>Focus Artist – Vincent Van Gogh/Pablo Picasso</p> <p>Construction Focus on joining - when to use glue/Sellotape. <i>Some glue is stronger than others.</i> <i>Sellotape will not stick to some materials.</i></p> <p>‘It’s not a box’ Exploring junk modelling area. Begin to look at different ways we can join things to our box to make something else.</p>	<p>Colour Mixing <i>How can we make the colour lighter?</i> <i>How can we make our colour darker?</i> <i>What happens if we mix these two colours together?</i></p> <p><i>Mixing blue and yellow makes green.</i> <i>Mixing red and yellow makes orange.</i> <i>Mixing blue and red makes purple.</i> <i>Mixing red and white makes pink.</i></p> <p><i>Adding white to any colour makes it lighter.</i></p> <p>Construction Focus on materials – <i>strong/sturdy/weak/flimsy</i></p> <p><i>Some materials will stand better than others.</i> <i>Some materials will bend into shape more than others.</i></p> <p>Revisit Joins – how to join different materials <i>Join/attach</i></p>	<p><i>Focus on choice of media – what would be the best thing to use to create this image?</i></p> <p>Introduce oil pastels as well as water colours to capture the shape and colour of different objects. What are the good things about each?</p> <p>Oil pastels produce bright, vibrant colour.</p> <p>Watercolours produce a softer, duller colour and are easier to mix.</p> <p>Clay Work <i>Introduction to clay - How to flatten using hands/rolling pin</i> <i>How to create patterns in the clay using different tools</i></p> <p>Roll, pinch, squeeze, flat</p>	<p><i>you concentrating on one smaller part?</i></p> <p>What size paper are you going to use? How much of the paper are you going to use? Where are you going to position your drawing?</p> <p>Focus Artist – Georgia O’Keefe</p> <p>Introduce the idea of ‘Austin’s Butterfly’ to look at making improvements.</p> <p><i>We rarely get anything the way we want it first time.</i></p> <p><i>It often takes a lot of practise before we achieve what we want.</i></p> <p>Clay Work <i>Moulding clay to create a pot – form a ball and then press in thumbs to create a hole.</i></p> <p>Create and decorate a plant pot. Roll, press, pinch</p>	<p><i>Focus on position- where are things in relation to other things?</i></p> <p><i>Next to, behind, in front of, on top of, underneath, above, below</i></p> <p>Observe and draw the view from our door way (outdoor area) Landscape</p> <p>Focus Artist – Andy Goldsworthy - environmental art/sculptures</p>	<p>What small things can you see if you really look?</p> <p>Consider texture and pattern - how can we make it look smooth, bumpy, hairy?</p> <p>Drawings of different animals – orangutan, rhinoceros, turtle</p> <p>Construction Focus on whole design process.</p> <p>Draw out your design. Can you label some of the key parts?</p> <p>Choose the appropriate materials that you will need to make your model.</p> <p>Consider how best to join the different parts of your model.</p>
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	<p>Music/Performance Moving and responding to music – music can sound happy/sad/angry/excited. (link to work on feelings) Listen to different songs and talk about how they make you feel. How might you move in response to each song? Happy- Mozart Piano Concerto 21 Sad – Chopin Funeral March Angry – Gustav Holt The Planets (Mars) Excited – Mozart The Marriage of Figaro</p>	<p><i>Fray the edges in order to create a larger surface are to stick</i></p> <p>Plan, design, evaluate</p> <p>Introduce the idea of evaluating our models – what do we like about our model? What would we like to do again?</p> <p>Music/Performance <i>Listening to and joining in with songs.</i> <i>Combining with others to perform in front of an audience.</i> <i>Adding simple actions to some songs.</i> Performing in our Nativity. Perform, in time, audience</p>	<p>Music/Performance Introduce a range of musical instruments that are played in different ways – <i>xylophone, tambourine, finger cymbals, jingle stick.</i></p> <p><i>Explore how sounds can be made.</i> <i>Look at changing the volume- how do you make the sound louder/softer/quieter?</i></p> <p><i>Hitting/shaking the instrument softly produces a quieter sound.</i></p> <p><i>Hitting/shaking the instrument harder</i></p>	<p>Music/Performance <i>Introduce idea of a beat.</i></p> <p><i>Can children clap in time to a simple beat? ‘My Turn, Your Turn (MTYT)’ – can they repeat the pattern?</i></p> <p><i>Can they move in time to a simple beat?</i> <i>Change the timing – is the beat quicker/slower?</i></p> <p><i>Use the instruments to keep a simple beat.</i> <i>Can they speed it up/slow it down?</i></p>	<p>Music/Performance Listening and responding to music from the region.</p> <p><i>Blaydon Races</i> <i>Local Hero</i> <i>When the boat comes in.</i></p> <p>Discuss changes and patterns in the music.</p> <p>How does the music make you feel?</p>	<p>Evaluate – does your model look like your design?</p> <p>Music/Performance Listening to music from around the world.</p> <p>How would you move to the music? How does the music make you feel?</p> <p>Choreograph and perform a simple dance to the music.</p>
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			<i>produces a louder sound.</i>			
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