

EYFS Curriculum

Langford, Wilberforce & Fulham
Primary Schools



Langford Primary
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EYFS Curriculum at Langford, Wilberforce and Fulham

- [Statutory Framework for the Early Years Foundation Stage](#)
- [Development Matters 2020](#)
- Communication and Language and Oracy
- English Learning Journey
- White Rose Maths
- JIGSAW PSHE Curriculum
- Charanga Music Curriculum

EYFS CURRICULUM OVERVIEW

EYFS CURRICULUM OVERVIEW						
	AUTUMN		SPRING		SUMMER	
NURSERY						
TOPIC TITLE	OURSELVES	TRADITIONAL TALES	PEOPLE WHO HELP US	OUR WORLD	GROWING	UNDER THE SEA
Core Texts	Maisy goes to Nursery by Lucy Cousins Please Mr Panda by Steve Antony A great big cuddle-poems for the very young by Michael Rosen The Colour Monster by Anna Llenas	Jack and the Beanstalk The Three Little Pigs	Dot the Fire Dog by Lisa Desimin Police Officers on Patrol by Kersten Hamilton	We Completely must Go to London based on Charlie and Lola stories The Town mouse and the Country Mouse by Jacqueline East	The Very Hungry Caterpillar by Eric Carle Jasper's Beanstalk by Nick Butterworth	Rainbow Fish by Marcus Pfister Tiddler by Julia Donaldson
TRIPS AND EXPERIENCES	Tour of school Performing in the Nativity		Visit from the Fire Brigade Visit from a Nurse Visit from the Police Trip to the Thames		Looking after Caterpillars Performing in Class Assembly Trip to the park	
RECEPTION						
TOPIC TITLE	OURSELVES	CASTLES	POWERFUL PEOPLE	SPACE	GROWING	THE SEASIDE
Core Texts	Giraffes can't Dance by Giles Andreae Funnybones by Janet and Allan Ahlberg	In the Castle by Anna Millbourne George and the Dragon by Christopher Wormell	Supertato by Sue Hendra Eliot Midnight Superhero by Anne Cottringer	Man on the Moon by Simon Bartram Aliens Love Underpants by Claire Freedman & Ben Cook	Errol's Garden by Gillian Hibbs Oliver's Vegetables by Vivian French & Alison Bartlett	The Lighthouse Keeper's Lunch by Ronda & David Armitage The Snail and the Whale by Julia Donaldson
TRIPS AND EXPERIENCES	Tour of the school Walks around park and our local community.	The Tower of London Performing in the Nativity	Supermarket trip Police/ doctor/ nurse/ visit Teeth Brushing workshop Walk around the Local community including the Church	Science Museum	Growing a sunflower Vauxhall city farm Looking after chicks	Beach trip Performing in Class Assembly

The Characteristics of Effective Teaching and Learning

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	Creating and Thinking Critically Children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Make independent choices.</p> <p>Bring their own interests and fascinations into early years settings.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Participate in routines.</p> <p>Begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p>	<p>Take part in simple pretend play.</p> <p>Sort materials.</p> <p>Review their progress as they try to achieve a goal.</p> <p>Check how well they are doing.</p> <p>Solve real problems</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions</p>

Early Learning Goals:

In the summer term of Reception, we make a holistic judgement to decide if each child has achieved the level of development expected for each area of learning, these are called the Early Learning Goals (ELGs). However, the ELGs are not a curriculum and only inform a part of our curriculum.

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Children at the expected level of development will Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>
		Understanding the World
		<p>Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Literacy	Maths	
<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.</p>	<p>Number Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
		Expressive Arts and Design
		<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

EYFS Literacy and Communication and Language Overview

NURSERY

	AUTUMN		SPRING		SUMMER			
TOPIC TITLE	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea		
Books	The Colour Monster by Anna Llenas	Jack and the Beanstalk by Mara Alperin The Three Little Pigs by Mara Alperin Goldilocks and the three bears	Dot the Fire Dog by Lisa Desimini Police Officers on Patrol	Charlie and Lola – We completely must go to London by Lauren Childs The Town Mouse and the Country Mouse by Susanna Davidson	The Very Hungry Caterpillar by Eric Carle Jaspers Beanstalk by Nick Butterworth	Tiddler by Julia Donaldson Rainbow Fish by Marcus Pfister		
Listening and Attention	Follow a simple one-part instruction. Sit and listen to a story. Pay attention to more than one thing at a time (when engaged in play, stopping and listening to a simple instruction)	Understand a question or an instruction that has two parts, such as: “Get your coat and wait at the door”. Enjoy listening to longer stories and can remember much of what happens.	To be able to sit and pay attention for a longer period.	Be able to start and follow a back-and-forth conversation with an adult or a peer.	Be able to start and follow a back-and-forth conversation with an adult or a peer with many turns.	Be able to start and follow a back-and-forth conversation with an adult or a peer with many turns. Be able to answer 'why' questions.		
Speaking	Speak using simple sentences Be able to answer simple questions about what they have heard.	Develop their communication but may continue to have problems with irregular tenses and plurals,	Use longer sentences of four to six words. Be able to organise themselves and their play 'Let's go on a bus, you sit there, I'll be the driver'	Be able to ask and answer simple questions and reply to what an adult or peer has said. Use longer sentences of four to six words. Be able to organise themselves and their play 'Let's go on a bus, you sit there, I'll be the driver'	Be able to ask and answer simple questions and reply to what an adult or peer has said. Use longer sentences of four to six words. Be able to agree or disagree politely. Beginning to use future and past tense.	Use longer sentences of four to six words. Be able express a point of view and debate with a peer agreeing or disagreeing politely. Be able to use future and past tense.		
Comprehension	Be able to talk about familiar books, Answer simple question about what they've heard.	Beginning to understand the five key concepts about print.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Developing an understanding of the five key concepts about print. Understand 'why' questions. Be able to talk about familiar books and be able to tell a longer story.	Engage in extended conversations about stories, learning new vocabulary.	A secure understanding of the five key concepts about print.		
Writing	Make marks and give meaning to their marks. To draw freely. Producing a controlled line Producing pre letter shapes – vertical (top to bottom) and horizontal lines (left to right).	Use some of their print and letter knowledge in their early writing. To give meaning to their marks. Producing pre letter shapes – anti-clockwise circle. To write some or all of their name.	Producing pre letter shapes - diagonal lines (top to bottom) and x. To give meaning to their marks To add some details to drawings.	Be secure with producing pre letter writing shapes	Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	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. Write some or all of their name. Write some letters accurately. Begin to write some CVC words.		
Word Reading	To develop children's listening skills and awareness of sounds in the environment Begin to develop their phonological awareness: - Join in with nursery rhymes - Sing some nursery rhymes independently. -Discriminate between environmental sounds	To experience and develop awareness of sounds made with instruments and noise makers To develop awareness of sounds and rhythms To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech Begin to recognise their name.	To develop understanding of alliteration To distinguish between the differences in vocal sounds, including oral blending and segmenting To develop oral blending and segmenting of sounds in words	Continue to develop and embed phonological awareness, whilst continuing to revisit discriminating sounds, awareness of instrumental sounds, awareness of sounds and rhythms, to develop an understanding of alliteration and to orally blend and segment cvc words.				
				Unit 1: a i m s t	Unit 2: n o p	Unit 3: b c g h	Unit 4: d f v e	Unit 5: k l r u

EYFS Literacy and Communication and Language Overview

RECEPTION

	AUTUMN		SPRING		SUMMER		KS1
TOPIC TITLE	OURSELVES	CASTLES	POWERFUL PEOPLE	SPACE	GROWING	THE SEASIDE	
Books	Funnybones	In the castle George and the Dragon	Supertato Eliot Midnight Superhero	Man on the moon Aliens love Underpants	Errol's Garden Oliver's Vegetables	The Lighthouse Keepers Lunch Snail and the Whale	Reading: Initial code - bridging Extended code Unit 1-23
Outcomes – taught focus activities	Re-telling stories in the right order. Using vocabulary in the context of a sentence. Writing initial sounds and cvc words.	To write labels using phonics. To make a brochure by writing labels and a caption. To describe a character by using adjectives, using phonics to write words and captions.	To label characters using phonics to write words. To describe a character using adjectives. To retell a story in the right order, using story vocabulary. Invent a new ending for a story, by writing captions or sentences.	Orally retell a story using sequence adverbs. To write sentences using sequence adverbs. To suggest rhyming words. To writing rhyming words in poems.	To know the features of a list and write a list using phonics. To write a plan, using lists and sentences. To write instructions, using sentences.	To orally retell a story in the right order using story vocabulary. Invent an ending for a story, by writing multiple sentences. To invent a story, writing sentences with connecting ideas. To write a letter, using sentences.	Writing: Writing a sentence Acrostic poem (Seasons) Narrative (Sequencing Lonely beast) Character Description (Lonely Beast) Questions and exclamation Instructions (How to make a jellyfish) Talk for writing narrative (Little red hen) The Lonely Giant Travel Leaflet- London
Listening and Attention	Understand how to listen carefully and why listening is important.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding.	Listen to and talk about stories to build familiarity and understanding. Show they are listening by asking questions to check for understanding.	Respond to stories by asking questions and through checking for understanding. Listen to rhymes and suggest more rhymes.	Listen to and talk about stories to build familiarity and understanding. Show an ability to listen and wait to say something.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Have longer back and forth conversations.	Descriptive poem- European Landmark Factual Report Europe • Full sentences • Exclamation marks • Question marks
Speaking	Engage in story times. Engage in non-fiction books. Retelling using story language using some repeated sentences and some of their own words. Use new vocabulary throughout the day.	Retell a story once they are familiar and understand the text. Describe events in some detail using adjectives. Ask questions to check for understanding. Use past and present tense. Learn and use new vocabulary throughout the day. Orally constructing a caption.	Begin to retell stories in more detail, using some vocabulary from the story. Describe events in some detail using adjectives. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences. Ask questions to check for understanding.	Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. Suggest rhyming words. Use past, present and future tenses.	Confidently retell stories, using a range of vocabulary from the stories. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Participate in group discussion, in front of whole class and in front of an audience. Offer explanations for why things happen. Use a wide range of vocabulary. Speaking using correct tenses and first or third person.	

EYFS Literacy and Communication and Language Overview RECEPTION

	AUTUMN		SPRING		SUMMER		KS1
TOPIC TITLE	OURSELVES	CASTLES	POWERFUL PEOPLE	SPACE	GROWING	THE SEASIDE	
Books	Funnybones	In the castle George and the Dragon	Supertato Eliot Midnight Superhero	Man on the moon Aliens love Underpants	Errol's Garden Oliver's Vegetables	The Lighthouse Keepers Lunch Snail and the Whale	Reading: Initial code - bridging Extended code Unit 1-23
Outcomes – taught focus activities	Re-telling stories in the right order. Using vocabulary in the context of a sentence. Writing initial sounds and cvc words.	To write labels using phonics. To make a brochure by writing labels and a caption. To describe a character by using adjectives, using phonics to write words and captions.	To label characters using phonics to write words. To describe a character using adjectives. To retell a story in the right order, using story vocabulary. Invent a new ending for a story, by writing captions or sentences.	Orally retell a story using sequence adverbs. To write sentences using sequence adverbs. To suggest rhyming words. To writing rhyming words in poems.	To know the features of a list and write a list using phonics. To write a plan, using lists and sentences. To write instructions, using sentences.	To orally retell a story in the right order using story vocabulary. Invent an ending for a story, by writing multiple sentences. To invent a story, writing sentences with connecting ideas. To write a letter, using sentences.	Writing: Writing a sentence Acrostic poem (Seasons) Narrative (Sequencing Lonely beast) Character Description (Lonely Beast) Questions and exclamation Instructions (How to make a jellyfish) Talk for writing narrative (Little red hen)
Comprehension	Ask questions about the book. Make comments and share their own ideas. Develop play around favourite books using props. Children can answer 'what', 'who' and 'where' questions about a familiar text.	Engage in non-fiction books. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite books using props. Children can answer 'what', 'who' and 'where' questions about a familiar text.	Use vocabulary and forms of speech that are increasingly influenced by their range of books. Children can answer 'why' and 'how' questions about a familiar text. Make predictions about what is going to happen next in stories.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Have discussions about why things are happening in stories and encourage children to provide explanations.	Children can answer a wide range of questions about books they've been read. Understand that stories are sequenced and that parts of the story have certain impacts.	Answer a range of questions about stories, including why questions. Anticipate key events in stories. Use vocabulary they've heard in stories throughout their talk.	The Lonely Giant Travel Leaflet- London Descriptive poem- European Landmark Factual Report Europe • Full sentences • Exclamation marks • Question marks
Writing	Writing some or all of their name Writing some letters accurately. Segmenting and writing CVC words using known GPCs.	Spell words by identifying the sounds and then writing the sound with letter/s. Understanding the difference between a letter and a word. Begin to use finger spaces. Write a simple caption. Form numerals 1-4 accurately.	Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences. Begin to use full stops. Developing accuracy with letter formation, including letter size.	Write short sentences with words with known sound-letter correspondences. Use full stops. Re read what they have written to check that it makes sense Form numbers 0-9 accurately.	Write sentences using phonetic knowledge. Use capital letters, finger spaces and full stops. Begin to extend writing and adding connectives when writing. Read back writing and improve what has been written. Forming most letters accurately.	Write multiple sentences with connecting ideas. Consistently use capital letters, finger spaces and full stops when writing. Check sentences make sense by reading back what has been written. Forming most letters accurately and of a consistent size.	
Word Reading	Read individual letters by saying the sounds for them. Oral blending. Blending CVC words using known GPCs. Read books that contain words using known GPCs.	Oral blending. Blending CVC words using known GPCs. Know how to read a few common exception words. Read simple phrases made up of words with known GPCs and known exception words. Read books that contain words using known GPCs.	Blending VCC, CVCC and CCVC words using known GPCs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read books that contain words using known GPCs	Blending CCVCC, CCCVC, words. Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding. Read books that contain words using known GPCs	Reading CCVCC, CCCVC words, including words with letter groups. Read a range of common exception words. Becoming more fluent when reading and reading books independently.	Reading CCVCC, CCCVC words, including words with letter groups. Read a range of common exception words. Becoming more fluent when reading and reading books independently.	

EYFS Physical Development Overview NURSERY

	Autumn		Spring		Summer	
	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea
Gross Motor	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Dressing and undressing with some adult support.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Show more independence when getting dressed and undressed.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>
Fine Motor	<p>Hold a knife and fork and use them with some adult support.</p> <p>Use one-handed tools.</p> <p>Show a preference for a dominant hand.</p>	<p>Begin to use a comfortable grip with some control when holding pens and pencils</p> <p>To be able to hold scissors.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Show increasing independence when using a knife and a fork.</p>	<p>Developing a comfortable grip with some control when holding pens and pencils</p> <p>To cut straight lines.</p>	<p>Continue to use one handed tools with increasing accuracy including tweezers and pegs.</p>	<p>Securely using a comfortable grip with good control when holding pens and pencils.</p> <p>To cut a curved line by manipulating the paper.</p>
PE	<p>During this term, pupils will develop their gross motor skills such as running, throwing and catching. They will begin to demonstrate these skills in invasion games whilst identifying space. Pupils will build their coordination, core strength, balance and agility through playing different games whilst beginning to understand spatial awareness. Pupils will also develop their fine motor skills, for instance experimenting with a tennis ball.</p>		<p>During this term, pupils will improve core strength, stability and balance through gymnastics. They will use different gymnastics equipment whilst travelling across the mat and demonstrating a variety of shapes. Pupils will also be able to express themselves through contemporary dance whilst learning new invasion games which will improve their gross motor skills.</p>		<p>During this term, pupils will prepare for Sports Day whilst learning new invasion games. With support from adults, pupils will develop their running, jumping and throwing skills. Pupils will develop both their gross and fine motor skills through playing different sports such as athletics, tennis and cricket.</p>	

EYFS Physical Development Overview

RECEPTION

	Autumn		Spring		Summer		KS1:
	Ourselves	Castles	Powerful People	Space	Growing	The Seaside	
Gross Motor	Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.	Throw with accuracy at a target, including both over arm and under arm. Climb over a range of climbing frames using their upper body strength. Be active for longer periods.	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<p>Fine motor: sit correctly at a table, holding a pencil comfortably and correctly form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</p> <p>Gross motor: Improving agility, balance and coordination. Begin to develop simple tactics for attack and defence. Become more confident in striking a ball in different ways. Improve technique and master basic movements. Engage in competitive situations.</p>
Fine Motor	Start to eat independently and learn how to use a knife and fork. Show a preference for a dominant hand. Securely using a comfortable grip with good control when holding pens and pencils. Using one-handed tools and equipment.	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 spoons.	Use a comfortable grip with good control when holding pens and pencils. Be more independent whilst eating, cutting own food and pouring water from a jug.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Use scissors confidently including gliding and cutting detailed shapes.	Independently using a knife, fork and spoon whilst eating. Using one-handed tools and equipment efficiently.	Hold a pencil/pen effectively in preparation for fluent writing – using the tripod grip in almost all cases. Develop stamina whilst writing. Confidently use a range of small tools. Show accuracy and care when drawing.	
PE	During this term, pupils will be developing fundamental movement skills through different invasion games. Pupils will develop their gross motor skills such as running, throwing and catching. Pupils will build their coordination, core strength, balance and agility through playing different games whilst beginning to understand spatial awareness. Pupils will also develop their fine motor skills, for instance hand-eye coordination whilst catching a tennis ball.		During this term, pupils will perform dances using simple movement patterns as well as improving core strength, stability and balance through gymnastics. Pupils will experiment using different gymnastic equipment and improve their balance by using the balance beam. Pupils will also be able to express themselves through contemporary dance.		During this term, pupils will develop gross motor skills through athletics. They will improve running, jumping and throwing skills whilst working as a team in the relay race. Pupils will also develop their fine motor skills through tennis and cricket, where they will be using a bat and a racket whilst doing lots of catching.		

EYFS Personal, Social and Emotional, Development Overview NURSERY

	Autumn		Spring		Summer	
	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea
Self-Regulation	Select and use activities and resources, with help when needed. Seek adult support to help them in managing emotions.	Increasingly follow rules, understanding why they are important. Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Begin to understand how others might be feeling.	Develop appropriate ways of being assertive, saying "Stop it I don't like it" or "No thank you". Recognise when a peer is upset. Begin to control their emotions.	Remember rules with fewer adult reminders. Help to find solutions to conflicts and rivalries for instance, knowing that they have to wait to have a turn on a bike.	Talk about their feelings using a developing vocabulary e.g. frightened, frustrated.	Remember rules without needing an adult to remind them. Be able to mostly control their emotions.
Managing Self	Show confidence in new social situations . Be able to tell an adult when they need something or need the toilet, needing some adult support in meeting their own care needs.	Show more confidence in new social situations. Remember basic setting rules and follow them most of the time.	Show more confidence in new social situations. Becoming more independent in meeting their own care needs	Explain why rules are important.	Make healthy choices about food, drink, activity and toothbrushing	Talk confidently in front of a group of their peers. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
Building Relationships	Play with one or more other children. Become more outgoing with unfamiliar people, in the safe context of their setting. Need some adult support to separate from parent or carer.	Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community.	Help to find solutions to conflicts and rivalries. Play with one or more other children, extending and elaborating play ideas. Be increasingly independent when separating from parent/carer and able to be outgoing with a range of different children and adults.	Seek adult support to help them in managing emotions and conflicts.	Be able to confidently separate from parent and carer. Develop their sense of responsibility and membership of a community.	Play with a range of different children. Be confident to speak with a range of familiar adults.

EYFS Personal, Social and Emotional Development Overview

RECEPTION

SCHEME USED:	Autumn		Spring		Summer		KS1:
JIGSAW	Ourselves	Castles	Powerful People	Space	Growing	The Seaside	Year 1: Being Me in the World Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Celebrating Difference: Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Dreams and Goals: Setting goals Identifying successes and achievements Learning Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Healthy Me: Keeping myself healthy Healthy lifestyle choices Keeping clean Being safe Medicine safety/first aid with household items Road safety Linking health and happiness Relationships: Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Quality of friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Changing Me: Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing up learning Coping with change Transition
Self-Regulation	Talk about their feelings using a range of words including ‘happy’, ‘sad’, ‘angry’ ‘worried’, ‘frustrated’, ‘confused’ and ‘excited’.	Identify and moderate their own feelings socially and emotionally Bounce back quickly after they have been upset and with more independence.	Talk with others to solve conflicts. Reflect on feelings they encounter in stories and make links to their own experiences. Set a goal and work towards it with some support. Follow instructions with multiple ideas or actions.	Regulate their feelings and explain their feelings. Control immediate impulses.	Set a goal and work towards it independently. Show integrity and know why having integrity is important.	Talk about, regulate and explain their feelings, using a range of words to describe how they are feeling.	
Managing Self	Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. Able to dress/undress with some support. Manage their own needs with some reminders.	Increasingly follow rules without adult reminders and understand why they are important.	See themselves as a valuable individual who can manage their own needs. Developing an independence when dressing and undressing.	Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	Discuss rules and explain why rules are important. Independently dressing and undressing and managing other basic needs. Becoming increasingly confident in a range of social situations.	Be confident to try a range of new activities and show independence, resilience and perseverance in the face of challenges.	
Building Relationships	Play with one or more other children, extending and elaborating play ideas. Be able to wait their turn sometimes with support of using a timer / adult support.	Begin to understand how others may feel. Express their feelings and consider the feelings of others.	Play with a range of different children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries.	Build a range of constructive and respectful relationships. Show empathy towards their peers. Be able to wait their turn.	Resolve conflicts naturally with little adult support needed.	Form positive attachments to new adults and be confident to build a range of friendships.	
JIGSAW	Being Me in the World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	

EYFS Maths NURSERY

	Autumn		Spring		Summer	
	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea
Number	<p>Recite numbers to 5 Begin to show 'finger numbers' up to 5 when joining in number songs and rhymes.</p>	<p>Recite numbers to 5. Show 'finger numbers' up to 5 when joining number songs and rhymes. Subitise small groups of objects. Show the right number of objects to match the numeral for 1, 2, 3, 4 and 5. Say one number for each item in order: 1,2,3,4,5. Recite numbers beyond 5.</p>	<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Experiment with their own symbols and marks as well as numerals. Showing the right number of objects to match the numeral, up to 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total. Experiment with their own symbols and marks as well as numerals. Subitise small groups of objects. Solve real world mathematical problems with numbers up to 5.</p>	<p>Fast recognition of up to 3 objects, without having to count them. Compare quantities using language: 'more than', 'fewer than'. Link numeral and amounts to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>Showing the right number of objects to match the numeral up to 5. Compare quantities using language: 'more than', 'fewer than'. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p>
Pattern	<p>Find and match objects which are the same. Sort the same set of objects according to different criteria. Begin to sort objects according to colour, size or shape.</p>	<p>Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Extend and create ABAB patterns – using shapes</p>	<p>Extend, create and correct errors in ABAB patterns Talk about and identifies the patterns around them.</p>	<p>Extend, create and correct errors in ABAB patterns</p>
Shape, Space and Measure	<p>Make comparisons between objects relating to size and length. Notice and talk about shapes in the environment.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and explore 2D and 3D shapes. Choose 3D shapes in building based on their properties. Understand position through words alone.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Make comparisons between objects relating to size, length, and capacity. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Combine shapes to make a new one. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. Make comparisons between objects relating to size, length, weight and capacity.</p>

EYFS Maths RECEPTION

	Autumn		Spring		Summer		Year 1	
	Ourselves	Castles	Powerful People	Space	Growing	The Seaside	Number	Shape
Number	Use the vocabulary fewer, the same and more to compare groups of objects. Identify representations of 1, 2 and 3. Match number names we say to numerals and quantities. Count up to 3 objects in different arrangements by touching. Use their own mark making to represent 1, 2 and 3. Explore and notice the different compositions of 2 and 3.	Identify representations of 5. Count up to 5 objects in different arrangements by touching. Use their own mark making to represent 5	Know that the word 'zero' and the numeral 0 represent 'nothing there' or 'all gone'. Identify representations of 6, 7 and 8. Understand that a pair is 2 and notice when some quantities have an odd one out. Make comparisons between groups of 0-5 objects.	Identify representations of 9 and 10. Make comparisons between groups of 0-10 objects.	Build and identify numbers to 20 and beyond. Recount all the objects to see how many there are altogether. -Add more by counting on small numbers (1,2 or 3) Find the quantity in a group when items have been taken away - Represent number stories using 10's frames, number tracks and their fingers. Solve real mathematical problems in their play.	Use visual models to identify how many more to make numbers 0-10. Begin to recall doubling facts. Recognise and make equal groups. Solve real mathematical problems in their play.	Within 10, 20 and 100 <ul style="list-style-type: none"> 1 more, 1 less Groups of 10s and 1s Partition 10s and 1s Compare Number line Addition Adding families (commutivity) <ul style="list-style-type: none"> Number bonds to 10 Add together Add more Doubles and near doubles Add 1 or 2 Missing number problems Subtraction <ul style="list-style-type: none"> Find a part Take away/cross out How many left Subtract on a number line Subtract 1 or 2 Counting back Finding the difference Related facts Missing number problems 	<ul style="list-style-type: none"> Recognise and name 2D and 3D shapes Properties Comparing Measure Length and Height <ul style="list-style-type: none"> Compare Measure using objects Measure using cm Mass and Volume <ul style="list-style-type: none"> Heavier and lighter Measure mass Compare Full and empty Compare vol Compare capacity Measure capacity Time <ul style="list-style-type: none"> Before and after Days of the week/months of the year Hours, minutes, seconds Time to the hour and half past Positional Language <ul style="list-style-type: none"> Turns
Numerical Pattern	Copy, continue and create simple AB repeating patterns.	Make comparisons between groups of 1,2 and 3, 4 and 5 objects.	Explore and notice the different compositions of 4, 5, 6, 7 and 8	Begin to explore the composition of 9 and 10. Explore number bonds to 10 using real objects. Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC).	Recognise that numbers 1-9 repeat after every full 10. Say what comes before or after numbers -Place sequences of numbers in order	Recognise that some groups can be split into pairs and some have 1 left over. Continue and create repeating patterns with varying rules.		
Shape, Space and Measure	Find and match objects that are the same. Sort objects according to colour, size or shape. Use mathematical language to describe size.	Hear and begin to use positional language. Begin to represent real places in their maps, models and drawings. Recognise shapes in everyday objects and the environment. Describe some properties of rectangles and squares	Compare length, mass and capacity using appropriate mathematical vocabulary	Make direct comparisons of height and length using correct mathematical vocabulary. Use the vocabulary yesterday, today and tomorrow. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Use positional language to describe where shapes are in relation to one another -Explore how shapes can be combined and separated to make new shapes	Visualise simple models from verbal instructions. Replicate simple constructions, models and places in stories.		

EYFS Understanding the World Overview NURSERY

	Autumn		Spring		Summer	
	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea
Past and Present	Begin to make sense of their own life-story and family's history.	To know that events happened in the past.	Begin to make sense of their own life-story and family's history. To understand people lived in the past.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.
The Natural World	Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore how things work. Use all their senses in hands-on exploration of natural materials.	Explore how things work. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.	Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see, using a wide vocabulary	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Use all their senses in hands-on exploration of natural materials.	Explore how things work. Use all their senses in hands-on exploration of natural materials.
People, Culture and Communities	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Continue developing positive attitudes about the differences between people.	Show interest in different occupations	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Computing	I can use pretend technology in my role play.	I can take turns with digital devices. I can take photos.	I can use a touchscreen to make things happen (e.g. play a game on an iPad / interactive whiteboard)	I can put pictorial instructions in order I can follow a sequence of instructions. I can make a toy do something using buttons and switches.	I can talk about different digital devices that I see and use. I can ask an adult for help when I use technology	I can follow the rules when I use digital devices. I can talk to an adult if something on a screen upsets me.

EYFS Understanding the World Overview								
RECEPTION								
	Autumn		Spring		Summer		KS1	
	Ourselves	Castles	Powerful People	Space	Growing	The Seaside	History:	Science:
Past and Present	Discuss our own history and begin to create a timeline of our lives. Discuss our family history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Look at powerful people from the past and the impact they have made on	Comment on images of familiar situations in the past. Look at how technology has changed. Compare and contrast characters from stories, including figures from the past.	Learn about real people who lived in the past.	Comment on images of familiar situations in the past.	Year 1 <ul style="list-style-type: none"> What was life like for people who lived in the past? How did people travel in the past? Where did people live in the past? Year 2 <ul style="list-style-type: none"> Local history: community & family Great Fire of London Comparison of explorers 	Year 1: <ul style="list-style-type: none"> Plants Animals, including humans Everyday Materials Seasonal changes Year 2: <ul style="list-style-type: none"> Living things and their habitats Plants Uses of everyday materials Animals including humans
The Natural World	Describe what they see, hear and feel whilst outside. Explore the natural world around them.	Describe what they see, hear and feel whilst outside. Observe and interact with natural processes Explore the natural world around them. Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Observe and interact with natural processes	Plant seeds, learn about how plants grow, look after plants. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Observe and interact with natural processes	Geography: <ul style="list-style-type: none"> Parts of the UK Europe Year 2 <ul style="list-style-type: none"> Parts of the UK Oceania RE:	Computing: Computer Systems and Networks Technology around us Using technology Developing mouse skills Using a computer keyboard Developing keyboard skills Using a computer responsibly Programming Buttons Directions Forwards and backwards Four directions Getting there Routes Comparing tools Joining blocks Make a change Adding sprites Project design Following my design
People, Culture and Communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community. Talk about members of their immediate family and community. Draw information from a simple map.	Recognise that people have different beliefs and celebrate special times in different ways.	Talk about and visit members of their community.	Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.	Major world religions Our religions/gods Places of worship Signs and symbols Sacred texts Special stories Morality Knowing right from wrong Year 2: Christianity The Story of Christmas Variations of the story (Babushka) The Easter Story New life The Ten Commandments Rules we live by Mystery Believing in something we can't see	
Computing	I can talk about what I am doing on the an iPad I can use technology/digital devices to help me learn things about the world.	I can answer questions about what I am doing with a range of technology I can ask questions about digital devices.	I can make choices on a digital device about what I would like to do. (e.g. choose a game to play, activity to complete.) I can use a digital device to make a picture, video, or music	I can plan out a route for a friend or robot. I can program a robot to perform a task. I can debug an algorithm.	I can recognise, online or offline, that anyone can say 'no' 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 I can identify ways that I can put information on the internet. I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel 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.			

EYFS Expressive Arts and Design Overview NURSERY

	Autumn		Spring		Summer	
	Ourselves	Traditional Tales	People Who Help Us	Our World	Growing	Under the Sea
Creating with Materials	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore different materials freely.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore colour-mixing.</p> <p>Select the correct colours when drawing.</p>	<p>Explore colour and colour-mixing.</p> <p>Selecting a range of colours when drawing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Explore colour and colour-mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Use drawing to represent ideas like movement or noise.</p> <p>Create closed shapes with continuous lines and use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Talk about an Artist and discuss their art</p>	<p>Explore colour and colour-mixing.</p> <p>Draw with increasing complexity and detail.</p> <p>Create closed shapes with continuous lines.</p>
Being Imaginative and Expressive	<p>Take part in simple pretend play.</p>	<p>Begin to develop stories using small world equipment.</p> <p>Make 'small worlds' out of blocks</p> <p>Remember and sing songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Make imaginative and complex 'small worlds.'</p>	<p>Make imaginative 'small worlds' with blocks.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape</p>	<p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>

EYFS Expressive Arts and Design Overview
RECEPTION

	Autumn		Spring		Summer		KS1	
	Ourselves	Castles	Powerful People	Space	Growing	The Seaside	Year 1: ART	Music:
Creating with Materials	Add details when drawing, including faces with eyes, nose and a mouth. Explore and use a variety of artistic effects to express their ideas. Show different emotions in their drawings. Explore colour and colour mixing.	Use drawing to represent ideas like movement or loud noises. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Join different materials. Create sculptures out of clay.	Explore different textures. Create collaboratively, sharing ideas, resources and skills. Use a range of artistic tools including crayons, watercolours and pastels. Mix primary colours, add black or white to darken or lighten colours.	Draw with increasing complexity and detail. Make a range of props including stick puppets and masks. Select the right brushes for the right purpose when painting.	Learn about artists. Draw and paint what they see, including what is in nature.	Share their artwork and explain how it has been created.	<p>I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Artists: Paul Klee, Piet Mondrian,</p> <p>Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Artists: Charles McGee</p> <p>The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours.</p>	<p>Listen and Respond</p> <p>Learn to Sing the Song</p> <p>Play Instruments with the Song</p> <p>Improvise with the Song</p> <p>Compose with the Song</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>
Being Imaginative and Expressive	Develop storylines in their pretend play. Remember and sing entire songs. Make imaginative and increasingly complex 'small worlds' with blocks and construction kits, such as a city with different buildings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Invent, adapt and recount narratives and stories. Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses. Develop own ideas and decide which materials to use to express them.	Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Develop increasingly complex storylines in their pretend play. Retell a range of familiar stories.	Perform in front of an audience, using a confident voice. Sing in front of an audience, increasingly matching the pitch and following the melody.	<p>Artsits: Frances Hatch and Leonardo Da Vinci</p> <p>Year 2:</p> <p>Our School Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Artists: Zaha Hadid and The Boyle Family</p> <p>Colour and Tone Looking at tints, tones and shades in The King Who Banned the Dark and Picasso's paintings from his Blue Period.</p> <p>Artists: Emily Haworth-Booth and Pablo Picasso</p> <p>Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Artists: Katsushika Hokusai, David Hockney and Claude Monet</p>	<p>Design and Technology:</p> <p>Year 1:</p> <p>Food Preparing fruit and vegetables</p> <p>Mechanisms Sliders and levers</p> <p>Structures Freestanding Structures</p> <p>Year 2:</p> <p>Food Preparing fruit and vegetables</p> <p>Mechanisms Wheels and axles</p> <p>Textiles Templates and joining techniques</p>
Charanga	ME! 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	My Stories! 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Everyone! 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Our World! 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	Unit 2 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.		