



Great Ponton Primary: EYFS Curriculum Plan 2022-2023



Our School Vision:

Our small church school seeks to build a community in which each person is confident in themselves and others, so that we can grow and flourish together. Through inclusive and inspiring education, we will support each person to act with dignity, develop their full potential and respond to challenges with resilience. We look to scripture for inspiration and find many faithful heroes and heroines who achieved God's will through courage, wisdom.

INTRODUCTION & AIMS:

Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures, and nature in other parts of the world. It is therefore unique to Great Ponton Primary school. Each topic planned is included in the curriculum for very specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the Great Ponton KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time, and so a topic can run from anything between two and six weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This ambitious Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving, both together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support, and resources to repeat and practise them.

INTENT - What do we aim to achieve by the end of the year?

Below are our subject statements and curriculum intents for each area of learning.

Personal Social and Emotional Development:

Our intent - *To inspire and equip children with the skills required for everyday life in a modern world.*

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. At Great Ponton Primary, we teach PSED & PSHE through the Jigsaw Programme. Jigsaw is the mindful approach to PSHE and brings together Personal, Social, Health Education, emotional literacy, social skills, and spiritual

development in a comprehensive scheme of learning. Teaching is sequential with a 'puzzle' being taught each half term. This is a whole school approach, meaning these themes are taught throughout the school and the children will revisit them each year.

Religious Education:

Our intent - *To inspire religious literacy in pupils; developing an understanding of how people of faith live, think and express their beliefs.*

The aim of RE in the foundation stage is essentially the same as that in other stages of a child's education, namely, 'to learn about and learn from religious and spiritual insights, beliefs and practices.' Children listen to and talk about stories. They are introduced to specialist worlds and use their senses in exploring religious beliefs, practices, and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.

Literacy:

Our intent - *To inspire and create the very best communicators, readers, writers, and thinkers.*

Communication and Language:

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas and small-world play to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills.

Reading:

We aim to teach children to read and develop a love of books as soon as they arrive at Great Ponton School. Books are used to teach topics and to enhance our whole curriculum. We follow the *Read Write Inc.* Programme throughout EYFS and Key Stage 1. *Read Write Inc.* Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Phonics lessons are taught daily for 1 hour. Teachers read stories to children from high quality age-appropriate texts at every available

opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted in the provision by key members of staff and intervention sessions are provided.

Writing:

We introduce writing straight away and teach handwriting alongside the teaching of phonics. At Great Ponton, we have adopted the Literacy Tree scheme to implement Literacy across the school. This is a book-based approach, which uses a wide range of literature that will engage children to be critical readers and confident, informed writers. We also use the Drawing Club programme developed by Greg Bottrill. The programme allows children to become immersed in books and stories, use their imagination and are exposed to a wide range of vocabulary which enhances their writing. Children are also encouraged to write in the provision in the role-play area, writing area, maths area and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in the early stages of Reception.

Maths:

Our intent - *To inspire, nurture and grow mathematical minds.*

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in different areas in the classroom, including the outdoors. The philosophy behind our maths curriculum focuses on making maths fun for all children. At Great Ponton, we believe maths is about building a deep understanding of topics, helping children become confident mathematicians who embrace mathematical challenges with a smile. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision. Children who need extra help with mathematics are targeted in the provision by the class teacher. Pre-teach maths interventions are provided for any children who need support to build their confidence and give them every opportunity to access learning at their level.

Physical Development:

Our intent - *To inspire children to lead healthy, happy & active lifestyles.*

Our stunning outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks when they are outside and when using different types of equipment. At Great Ponton, we follow the Get Set 4 PE Programme, each lesson plan has progressive activities and contain clear success criteria, teaching points and differentiation. All schemes of work provide an overview of the unit, clear cross curricular links, and objectives. In

Reception, we cover a broad range of PE skills from Dance and Gymnastics to Games and Ball Skills. Children are also taught about the importance of regular exercise and healthy eating.

Understanding the World:

Our intents -*To inspire curiosity in the world around us.*

-*To inspire children to consider why historical events and people occurred and their impact on life today.*

- *To inspire future explorers to better understand and care for our world.*

We strive to give children knowledge about the world around them in Great Ponton and the rest of the world. Science is taught through most of our topics. For example, we observe and investigate plants during the 'Our World' topic. We also offer hands on learning experiences and investigation opportunities in all our themes throughout the year. We are extremely fortunate to be in such a rural area. We strive to teach about local wildlife and plant species through our outdoor learning. We also have our very own planting space in our outdoor area. From September, we will be planting and growing seasonal fruits, vegetables, and flowers all-year round, providing excellent scientific learning opportunities.

Geography is taught through various topics. We study our local area using maps and primary observations. We also explore where we live and how this compares to people living in other countries.

We also introduce the children to History learning through various themes. One of these being Transport, we look at old and new vehicles and how means of transport have developed through history. We also discover famous people in history, including astronauts and authors.

Expressive Arts and Design:

Our intents -*To inspire a want to know how art is created and how it can be used to represent culture, history and for self-expression.*

-*To inspire a want to understand how music is created and how it can be used to represent culture, history and for self-expression.*

-*To inspire a knowledge of how things are made and work in order to apply this practically.*

We want children to sing songs, make music, dance, and perform as much as they desire. We have regular music lessons, and the children are taught dance through the school PE Scheme. At Great Ponton, we follow the Charanga Music Scheme. These units enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skill. Children are also given time to play imaginative games and make up stories, songs, and dances.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavor that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work. We have a different skill focus each half term, to allow children to learn about key artists and practice artistic techniques.

Computing:

Our intent - *To inspire children to be digitally literate in order to access today's technology in a safe and efficient way.*

As a school, we want children to be able to use and access technology in a safe and beneficial way. Throughout all year groups, we use the Purple Mash Computing scheme. In the Early Years, this is called Mini Mash. There are seven learning areas within this, in each area there is a range of engaging content and tools that are perfect for individual or group activities. Simple visual navigation allows for Early Years children to find their way around Mini Mash, facilitating the means for them to learn, create and explore both in lessons and independently. An adult-led activity or discussion will take place each week, with children having access to Mini Mash during continuous provision.

IMPLEMENTATION - What are we going to teach? *See small steps document for HOW we are going to teach.

The below table shows our long-term plan for the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Journeys	Our World	Similarities and Differences	Changes Around Us	Once Upon a Time	Structures and Materials
Possible Ideas (These ideas within each theme are subject to change depending on children's interest or fascination)	Autumn, all about me, starting school, transport	Space, plants, looking after our environment, famous people, Christmas	Changes over time, past and present, being different	Seasons, changes over time, Spring, Easter	Fairytales/ Traditional tales,	Summer, moving on, making friends

	<u>Literacy Tree</u>	<u>Literacy Tree</u>	<u>Literacy Tree</u>	<u>Book Club</u>	<u>Book Club</u>	<u>Literacy Tree</u>
Literacy	Naughty Bus Labels, captions, oral retelling, own version narrative	Astro Girl Labels, captions, fact files We are Water Protectors Labels, captions, speech bubbles, environmental campaign	Tadpoles Promise Labels, captions, character descriptions, own version narrative	Room on the Broom Jack and the Beanstalk Baby Bunny's Easter Surprise	The Tiger who came to Tea Three Little Pigs Goldilocks and the Three Bears	1. Oi Frog! Rhyming flipbooks, questions, captions, and labels. 2. Izzy Gizmo Simple explanation

Phonics & Reading	Read Write Inc. Set 1 Picture Books	Read Write Inc. Set 1 Best Friends Blend using single letter alphabet sounds.	Read Write Inc. Set 2 Best Friends Secure blending CVC words	Read Write Inc. Set 2 Best Friends Secure blending of words containing set 1 best friends.	Read Write Inc. Recap and Consolidation Blend using set 2 sounds.	Read Write Inc. Apply to Writing Build speed of reading words containing set 1 sounds.
Maths	-Number <i>Counting</i> <i>Comparison</i> <i>Cardinality</i> <i>Composition</i>	-Number <i>Composition</i> <i>Counting</i> -Pattern -Spatial Awareness -Shape	-Number <i>Counting</i> <i>Comparison</i> <i>Composition</i> -Length, weight, capacity	-Length, weight, capacity -Pattern -Spatial Awareness -Shape	-Number <i>Counting</i> <i>Comparison</i> <i>Composition</i>	-Number <i>Composition</i> -Time -Shape -Pattern
Religious Education	Life Journey - Christianity	Life Journey - Islam	Community - Christianity	Community - Islam	Creation - Christianity	Thankfulness
Physical Development	Get Set 4 PE: Intro to PE Fundamentals	Get Set 4 PE: Fundamentals Invasion	Get Set 4 PE: Gymnastics Swimming	Get Set 4 PE: Dance Swimming	Get Set 4 PE: Ball Skills Sending/Receiving	Get Set 4 PE: Athletics Games
PSED	Jigsaw Puzzle 1: Being Me in My World	Jigsaw Puzzle 2: Celebrating Difference	Jigsaw Puzzle 3: Dreams & Goals	Jigsaw Puzzle 4: Healthy Me	Jigsaw Puzzle 5: Relationships	Jigsaw Puzzle 6: Changing Me
Understanding the World	Animal habitats, maps, where I live, transport	Plants, significant people (astronauts)	Keeping healthy, senses, life in a different country (Kenya), changes in daily life	Seasons, local history, our school	Comparing animals, The UK	Materials
Music				Charanga: My Stories	Charanga: Hey you!	Charanga: Everyone

	<i>Weekly Nursery Rhymes and Topic specific songs</i>					
Expressive Art & Design	Portraits Focus - Drawing and Exploring Materials	Cooking Focus - Soup making	Painting Focus - Colour Mixing	Textiles Focus - Hand puppets	Paper Sculptures Focus - Exploring shaping paper	Structures Focus - Junk modelling
Outdoor Learning	Seasonal Planting & Activities					
Computing	Mini Mash: Past & Present	Mini Mash: People Culture & Communities	Mini Mash: Listening & Attention	Mini Mash: Speaking	Mini Mash: Building Relationships	Mini Mash: Self-Regulation

Experiences & Events	Woodland Walk Remembrance Day Harvest Time Roald Dahl Day Fundraising Dentist Visit	Nature Walk Bonfire Night Christmas Children in Need Diwali	Storytelling Week Chinese New Year Valentine's Day Internet Safety	Mother's Day Science Week -Tractor visit Easter Time Eid World Book Day	King's Coronation Walk to School Week World Bee Day	Father's Day World Environment Day Healthy Eating Week
Parental Involvement	Christmas Crafts		Storytelling Tea Party		Art Afternoon	
Role Play Ideas	Supermarket	Garden Centre	Vets	Home Corner	Enchanted Forest	Workshop
Key Stories	-Worrysaurus -Who can I be? -A friend like you -Our class is a family -The Colour Monster	-One winter's day -Snow bears -What a Wonderful World -Little Acorn -Mix it up!	-Elmer -Coming to England -Rex's Spex -We are all different	-Raheem's Ramadan -Little Chick -Ferdie and the Springtime blossom	-Three little pigs -Jack and the beanstalk -The Tiger who came to Tea -In the beginning	-Iggy Peck Architect -An engineer just like me -Little Caterpillar -The very hungry caterpillar

IMPACT: What are our expected outcomes?

The tables below show the skills progression across all subjects throughout the Reception year.

PSED:

	Autumn		Spring		Summer	
Focus	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Skills	<ul style="list-style-type: none"> -Help others to feel welcome. -Making our school a safer place. -Thinking about our right to learn. -Caring for others. -Working well with others. -Identify feelings associated with belonging. -Identify feelings of happiness and sadness. -Skills to play cooperatively with others. -Be able to consider others' feelings. -Be responsible in the setting. 	<ul style="list-style-type: none"> -Accept that we are all different. -Include others when working and playing. -Know how to help other people. -Try to solve problems. -Use kind words. -Give and receive compliments. -Identify feelings associated with being proud. -Identify things they are good at. -Be able to vocalise success for themselves and about others' successes. -Identify some ways they can be different and the same as others. -Recognise similarities and differences between their family and other families. 	<ul style="list-style-type: none"> -Stay motivated when doing something challenging. -Keep trying even when things are tricky. -Work well with a partner or a group. -Have a positive attitude. -Help others to achieve their goals. -Understand that challenges can be difficult. -Recognise some of the feelings linked to perseverance. -Talk about a time that they kept on trying and achieved a goal. -Be ambitious. -Recognise how kind words can encourage people. -Feel proud. -Celebrate success. 	<ul style="list-style-type: none"> -Make healthy choices. -Eat a balance diet. -Be physically active. -Try to keep themselves and others safe. -Know how to be a good friend and have a healthy relationship. -Keep calm and deal with tricky situations. -Recognise how exercise makes them feel. -Recognise how different foods can make them feel. -Can explain what they need to do to stay Healthy. -Can give examples of healthy food. -Can explain how they might feel if they don't get enough sleep. -Can explain what to do if a stranger approaches them. 	<ul style="list-style-type: none"> -Know how to make friends. -Try to solve friendship problems when they occur. -Help others feel part of a group. -Show respect when dealing with other people. -Know how to help themselves and others when they feel upset. -Know and show what makes a good friendship. -Can identify what jobs they do in their family and those carried out by parents/carers and siblings. -Can suggest ways to make a friend or help someone who is lonely. -Can use different ways to mend a friendship. 	<ul style="list-style-type: none"> -Understand that everyone is unique and special. -Can express how they feel when they are happy. -Understand and respect changes which happen in them. -Understand changes which happen in them. -Look forward to change. -Can identify how they have changed from a baby. -Can say what might change for them they get older. -Recognise that changing class can illicit happy and/or sad emotions. -Can say how they feel about changing class/ growing up. -Can identify positive memories from the past year in school/ home.

Religious Education:

	Autumn		Spring		Summer	
Focus	Life Journey - Christianity	Life Journey - Islam	Community - Christianity	Community - Islam	Christianity - Creation	Thankfulness
Skills	<ul style="list-style-type: none"> -Begin to learn and become aware of their own cultures, beliefs, and those of other people. -Have a developing awareness of own needs, views and feelings and become more sensitive to those of others as they learn simply. -Demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views, and feelings of others. -Know that books are important sources of information and should be handled with care and respect. -Identify places which are special to them and to others. 	<ul style="list-style-type: none"> -Know that books are important sources of information and should be handled with care and respect. -Talk about similarities and differences between themselves and others, among families, communities, and traditions. -Show an understanding of what is right, wrong, and why. -Use role play as a stimulus and talk about some of the ways that people show love and concern for others and why this is important. -Identify places which are special to them and to others. 	<ul style="list-style-type: none"> -Extend their vocabulary, exploring the meaning and sounds of new words. -Use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact. -Use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them. -Recognise and respond appropriately to key figures in their lives. 	<ul style="list-style-type: none"> -Understand why some things are special and precious. -Show a developing respect for their own cultures and beliefs and those of other people. -Think about issues of right and wrong and how humans help one another. 	<ul style="list-style-type: none"> -Ask questions about religion and culture as they encounter them in everyday experiences. -Respond creatively, imaginatively, and meaningfully to memorable experiences. -Listen with enjoyment and respond to stories, songs, music, rhymes, and poems and make up some of their own. -Use imaginations in art, role-play, and stories, responding in varied ways to what they see, hear and touch. 	<ul style="list-style-type: none"> -Explore and respond to the natural world and recognise there are some questions that are difficult to answer. -Explore and play with a wide range of media and materials and have opportunities and encouragement to share their thoughts, ideas, and feelings.

Physical Education:

	Autumn	Spring	Summer
Focus	Intro Fundamentals Invasion	Dance Gymnastics Swimming	Ball Skills/Games Sending and Receiving Athletics
Physical Skills	<ul style="list-style-type: none"> -Change direction to avoid others. -Look for space away from others. -Stop in a balanced position on your feet. -Take small steps to help you to stop. -Keep a gap between you and the person in front of you. -Look in the direction you are moving. -Move at a steady speed so that your partner can stay with you. -Watch where your partner is going. -Explore running and stopping. -Explore changing direction safely. -Begin to explore take-off and landing safely. -Explore hopping on both feet. -Explore skipping as a travelling action. -Stop a beanbag or large ball sent to them using hands. -Run and stop when instructed. -Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> -Copy basic body actions and rhythms. -Choose and use travelling actions, shapes, and balances. -Travel in different pathways using the space around them. -Begin to use dynamics and expression with guidance. -Begin to count to music. -Show contrast with their bodies including wide /narrow, straight/curved. -Explore shapes in stillness using different parts of their bodies. -Explore rocking and rolling. -Explore jumping safely. -Float on front and back for short periods of time. -Submerge and regain feet in the water. -Glide on front and back over short distances. 	<ul style="list-style-type: none"> -Drop and catch with two hands. -Move a ball with your feet. -Throw and roll a variety of beanbags and larger balls into space. -Kick larger balls to space. -Stop a beanbag or large ball sent to them using hands. -Attempt to stop a large ball sent to them using feet. -Hit a ball with hands. -Run and stop when instructed. -Move around showing limited awareness of others. -Make simple decisions in response to a situation. -Jump and hop with bent knees. -Run and stop with some control. -Throwing larger balls and beanbags into space.
Throughout the year			
SET Skills	Social Skills: <ul style="list-style-type: none"> -Take turns. -Learn to share equipment with others. -Share their ideas with others. -Take care of equipment. -Follow the rules of a game. -Congratulate others. 	Emotional Skills: <ul style="list-style-type: none"> -Try again if they do not succeed. -Practice skills independently. -Be confident to try new tasks and challenges. -Say when I was caught. -Work hard in PE lessons. -Be kind and share with others so they aren't sad. 	Thinking Skills: <ul style="list-style-type: none"> -Begin to identify personal success. -Choose own movements and actions in response to simple tasks e.g., choosing to travel by skipping. -Begin to provide simple feedback saying what they liked, or thought was good about someone else's performance. -Understand the aim of the game.

Understanding the World:

	Autumn		Spring		Summer		
Focus	Journeys	Our World	Similarities and Differences	Changes Around Us	Once Upon a Time	Structures and Materials	Throughout the Year
Science	<ul style="list-style-type: none"> -Identify members of my family and say their relation to me. -Understand why it is important to have healthy teeth. -Know how to care for our teeth. 	<ul style="list-style-type: none"> -Develop knowledge of planting and growing. -Understand what plants need and how to take care of them. 	<ul style="list-style-type: none"> -Understand what the 5 senses are. -Know ways to keep our bodies healthy. 	<ul style="list-style-type: none"> -Know what the seasons are and some of the changes they bring. 	<ul style="list-style-type: none"> -Talk about the differences between animals and where they live. 	<ul style="list-style-type: none"> -Use and understand vocabulary relating to materials. 	<ul style="list-style-type: none"> -Understand the effects of changing seasons on the world around me. -Find out how things work by observations and experimentation. -Know names of different fruits and vegetable. -Know parts of a plant and what is needed for a plant to grow.
Geography	<ul style="list-style-type: none"> -To explore maps and atlases. -To draw a simple map. 	<ul style="list-style-type: none"> -Show care for the living environment around us. -Understand what pollution is and why it is bad for the environment. -Discuss ways in which we can look after the environment. 	<ul style="list-style-type: none"> -Develop an awareness of how life in our country is different to other counties. 	<ul style="list-style-type: none"> -Understand the different roles people play in our community. 	<ul style="list-style-type: none"> -Explore England and the other countries in the UK. -Develop knowledge of maps. 		<ul style="list-style-type: none"> -Understand the concept of the world and that different people live in different places -Identify similarities and differences in different environment -Develop understanding of locational knowledge.□ Develop understanding of transport and make links.
History	<ul style="list-style-type: none"> -Compare and contrast different modes of transport from past and present. 	<ul style="list-style-type: none"> -Explore the first moon landing (show clips). -Explore famous astronauts both past and present. 		<ul style="list-style-type: none"> -Explore pictures of our school today and in the past. -Identify changes in our school from the past to today. 	<ul style="list-style-type: none"> -Discover famous fairytales and authors. 		<ul style="list-style-type: none"> -Use language associated with time - today, tomorrow, yesterday, week, month, year. -Understand and speak about events in past, present, future. -Discuss why some objects are old and new.

Expressive Arts and Design:

	Autumn		Spring		Summer	
Focus	Drawing - Portraits	Food - Soup Making	Painting - Colour Mixing	Textiles - Hand Puppets	Paper Sculptures - 3D Work	Sculpture - Junk Modelling
Skills	<ul style="list-style-type: none"> -Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination) -Select coloured drawing implements for a purpose. -Uses drawing tools to make marks, lines, and curves. -Draw accurate representations of people and objects. -To talk about their own and others' work. 	<ul style="list-style-type: none"> -Chopping fruit and vegetables safely to make soup. -Identifying if a food is a fruit or a vegetable. -Learning where and how fruits and vegetables grow. -Tasting and evaluating different food combinations. -Describing appearance, smell, and taste. 	<ul style="list-style-type: none"> -To recognise and name different colours. -Understand that when colours are mixed, new colours are created. -To select and create different colours. -Use a variety of tools to apply paint, e.g., brushes of different sizes, sponges, fingers, objects. -Explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized, and shaped paper). -To work from direct observation and imagination. -To talk about their own work. 	<ul style="list-style-type: none"> -Using a template to create a design for a puppet. -Cutting fabric neatly with scissors. -Using joining methods to decorate a puppet. -Sequencing steps for construction. -Reflecting on a finished product, explaining likes and dislikes. 	<ul style="list-style-type: none"> -Using their hands to manipulate a range of modelling materials, including paper and card. -Exploring how to join and fix materials in place. -Creating 3D forms to make things from their imagination or recreate things they have seen. -Selecting colours, shapes, and materials to suit ideas and purposes. Beginning to develop skills such as measuring materials, cutting, and adding decoration. 	<ul style="list-style-type: none"> -Making verbal plans and material choices. -Developing a junk model. -Improving fine motor/scissor skills with a variety of materials. -Joining materials in a variety of ways (temporary and permanent). -Joining different materials together. -Describing their junk model, and how they intend to put it together. -Giving a verbal evaluation of their own and others' junk models with adult support. -Checking to see if their model matches their plan. -Considering what they would do differently if they were to do it again.

Music:

	Autumn	Spring	Summer	
Focus	Nursery Rhymes, Nativity, Seasonal Songs	My Stories	Hey You!	Everyone!

Listen & Respond	<ul style="list-style-type: none"> - Enjoy listening to the music and respond through dancing or other movements. -Enjoy learning songs for a performance. 	<ul style="list-style-type: none"> -Recognise and name some of the characters and stories in the songs. -Invent imaginary characters through movement or dancing. 	<ul style="list-style-type: none"> -Enjoy listening to the music and responding to music through dancing or other movements. -Enjoy listening to the music and responding to different speeds through dancing or other movement 	<ul style="list-style-type: none"> -Enjoy listening to the music and responding to music through dancing or other movements. -Enjoy listening to the music and responding to different speeds through dancing or other movement
Explore & Create		<ul style="list-style-type: none"> -Find the pulse in different ways and show this through actions e.g., marching, jumping, moving like a character from the song. -Copy back a rhythm from the words of the song. - Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. - Play a pitched note or sound in time with the pulse. 	<ul style="list-style-type: none"> -Find the pulse in different ways and show this through actions e.g., funky monkey, funky chicken, or funky bear. -Copy back the rhythm of words from the video. -Clap the rhythm of words from the song. -Play the pulse with a pitched note or untuned percussion instrument. -Add one pitched sound to the rhythm of words and short phrases from the song. 	<ul style="list-style-type: none"> -Find the pulse in different ways and show this through actions e.g., marching, jumping, moving. -Copy back the rhythms of phrases in the song. -Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. -Play a 1-note pattern in time with the pulse.
Singing	<ul style="list-style-type: none"> -Learn to sing songs in unison with support. -Add appropriate actions or substitute a word in some sections. 	<ul style="list-style-type: none"> -Learn to sing songs in unison with support. -Add appropriate actions or substitute a word in some sections. 	<ul style="list-style-type: none"> -Learn about voices, singing notes of different pitches (high and low). -Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. -Learn to start and stop singing when following a leader. 	

Share & Perform	<ul style="list-style-type: none"> -Perform songs with others. -Enjoy the challenge of performing with just the backing track. 	<ul style="list-style-type: none"> -Choose one of the songs and perform it with any actions you have created. -Listen back to the performance. -Enjoy the challenge of performing with just the backing track. -Treat instruments carefully and with respect. -Listen to and follow musical instructions from a leader.
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