	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	Celebrating my World	Fantasy World	World of Wonder	Out of this World	It's a Wonderful World
Possible stimulus for learning	All about me Our families Our bodies / senses Growing & changing (keeping healthy) Our homes Our local area	Autumn (Harvest cont'd (Little Red Hen) Diwali Bonfire Night Remembrance Christmas (traditions around the world)	Traditional tales Fairytales	Spring Nature – habitats - explorer Growth Life cycles Mini-beasts	Space (link with Luna loves art and artist) Dinosaurs Superheroes People who help us (real-life superheroes)	Summer Past, present and future Transport – inventor Animals – explorer? Seaside Caring for our world – recycling
LORIC Values	Leadership	Organisation	Resilience	Resilience	Initiative	Communication
Religion and Worldviews (RE)	*Why is the word God important to Christians?*	*Why do Christians perform Nativity plays at Christmas?*	Shrove Tuesday Ash Wednesday Chinese New Year	*Why do Christians put a cross in an Easter Garden?*		*Should Noah trust in God? (Philosophy)*
Collective worship and Reflection	Friendship					
Christian Values	Trust, Compassion, Respect, Hope					
CUSP core texts	What makes Me a Me Standing up to Racism Martha Maps it Out The squirrels who squabbled	Pumpkin soup The Wonder (link to Bonfire/Diwali) Celebrations around the World	Each Peach Pear Plum The Gingerbread Man Mr Wolf's Pancakes	Tad Winnie the Pooh helps the Bees	The Dark Luna loves Art The Invisible	Clean up Things that Go The story Orchestra
CUSP texts linked to enrichment activities	It's a no Money day	I'm (almost) always kind	Chicken Clickin' Celebrations arpund the world			Mrs Noah's Garden Shu Lin's Grandpa - World Refugee day?
Whole School Enrichment Weeks	Talk4Money week	Good deed in the Community Week	Careers and Aspirations			Global Citizenship Week
Enrichment opportunities (visits/visitors)	Harvest Festival – visit to St. Edmund church Walk around the local area?	Remembrance Day Anti-bullying week Road safety week Nativity Posting a letter to Santa	Safer internet day Mystery reader intro.	World Book Day 7 promises – hold a mini-beast Mystery reader		Class trip

Parental involvement	Home visits Intro to EYFS Phonics meetings x2 Tapestry	Parent meetings Family café Nativity Tapestry	Tapestry Family café	Parent meetings Family café Tapestry	Family café Tapestry	Written reports Family café Tapestry
Assessment	Baseline WellComm PP meeting RWI	Talk Boost SLC RWI Pupil Asset Autumn data Pupil profiles – review targets	RWI	RWI Pupil Asset Spring data Pupil profiles – review targets	RWI	RWI Pupil Asset Summer data EYFS Profiles Pupil profiles – review targets
PSHE						
Jigsaw (themes)	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me Transition
Self-regulation	Know that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences& situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness *Introducing zones of regulation/calm corner* *Strategies to calm/ regulate behaviour*	Talks about their own and others' feelings and behaviour and its consequences. Understand that a familiar and trusted adult can provide emotional support and practical help in difficult Situations. *Practising self-calming techniques.*	Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Cosmic yoga	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.	Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.
Managing self	Recognises that they belong to different communities and social groups. Communicates freely about own home and their community.	Has a clear idea about what they want to do in their play and how they want to go about it.	Show resilience and perseverance in the face of challenge.	Shows confidence in choosing resources and perseverance in carrying out a chosen activity.	Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.

Building Relationships	Establishing class rules collectively. Build constructive and respectful relationships. Know that families are important for children growing up because they can give love, security and stability.	Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking	Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.	Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	
Health and self-care	Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands. Eats a healthy range of foodstuffs and understands need for variety in food - makes healthy food choices.	Shows understanding of the need for safety when tackling new challenges and considers and manages risks, e.g. when jumping off something checks around them and the landing.	Shows understanding of how to transport and store equipment safely.	Know and talk about the different factors that support their overall health and wellbeing: being active, healthy eating, teeth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.	Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.
Physical Development						
Gross Motor Skills *Negotiate space and obstacles safely* *Spatial awareness* *Developing strength, balance and co-ordination* *Developing strength, balance and co-ordination* *Move energetically*	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc.	Can static (stationary) balance on a wide range of objects and body parts. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control eg. through story telling maps/routes.	Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception). Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.	To have bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Is active for at least 180 minutes per day (UK Chief Medical Officer's Physical activity guidelines).

Real PE	Fundamental skills – spatial awareness	Fundamental skills – spatial awareness and ball skills.	Dance and fundamental skills.	Gymnastics (floor work and apparatus) and fundamental skills.	Ball skills and team games (preparation for sports day).	Bat and ball skills and team games (preparation for sports day).
Fine Motor Skills *Pencil Grip* *Tools and fixings* *Drawing* *Sculpting*	Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. When drawing themselves represent all of the different face / body parts. Develop pincer grip	Get dressed and undressed independently, managing zips, buttons and Velcro fastenings. Use a range of tools competently, safely and confidently, (also see EAD). Accurately form all of the pre-writing shapes.	Sculpt with playdough, dough, plasticine, clay and papier-mâché to create a specific idea.	Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, glues, tape.	Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves). Use the dynamic tripod grip.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
Communication and Language						
Listening, Attention and Understanding *Understanding* *Language Structures* *Listening to stories and rhymes* *Developing Conversation*	Enjoy listening to stories, songs and rhymes and will start to make up their own. Understand simple humour, e.g. nonsense rhymes, jokes. Introduce STAR listening	Recognise words with the same initial sound. Understands spoken instructions without stopping what they are doing to look at the speaker.	Say what the initial, middle and final sounds are in CV words. Understand words that describe sequences such as "first we are going to the shop, next we will play in the park". Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story.	Can say how many sounds there are in a word. Understand questions such as who; why; when; where and how.	Can orally delete and manipulate sounds e.g. change pig to wig/pin, add f to lag to make flag. Understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'. Able to follow a story without pictures or props.	Indicates two-channelled attention - can both listen and do for short span. Can follow instructions with multiple steps. Listen to longer stories and answer questions about a story they have just heard, for example, simple questions.

Speaking *Speak clearly with an increasing command of English.* *Use language for a range of purposes.* *Participate in class and group discussions, performances, role play and simple debate.* *Hold the interest of the listener.* *Acquire new vocabulary rapidly.*	Use most speech sounds. Uses language to help work out problems to organise their thinking and take part in activities. Choose their own friends and play mates.	Listen to ideas expressed by others in conversation or discussion. Use language to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Links voice tone and volume to emotion Increasingly aware of audience. Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.	Make relevant comments in relation to what they have heard. Use longer sentences that are well formed and link sentences together. Use language to predict. Use talk to imagine – to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations. Has an increasing understanding of different voices for different characters and how to use fast, slow and pauses for effect when talking.	Use simple conjunctions to join or explain their ideas. Confidently offers ideas, suggestions and opinions in whole class, group and 1 to 1 situations. Include relevant details to engage their audience. Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning.	Comments in relation to what they have heard. Offers explanations for why things happen, how things work. Ask relevant questions. Link statements and stick to a main theme or intention. Use past, present and future tenses consistently.	Can retell past events in order, including relevant Detail. Takes part in simple performances with confidence e.g. school productions / class assemblies. Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.
Confidently engages in talk partner conversation to rehearse and share ideas.	Introduce talk partners	Talk partners – taking turns to talk	Talk partners – Listening to others' ideas	Talk partners - Listen and respond with a comment	Talk partners – answering a question	Talk partners – asking a question
Literacy						
Comprehension *Enjoyment and engagement with books*	Knows that information can be retrieved from books, computers and mobile digital devices.	Recognise written names of peers, siblings or “Mummy”/”Daddy” for example. Recognise a wide range of	Enjoys an increasing range of print and digital books, both fiction and non-fiction.	Bring books they know well into their play. Is able to recall and discuss stories or information that has	Engage with books and other reading materials at an increasingly deeper level, drawing on their phonic	Increasingly confident in the use of online reading materials in a variety of forms – apps, websites, e-books.

and reading. *Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.* *Anticipate key events in stories.* *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.* *Vocabulary.* *Development Listening to stories and rhymes.*	Confidently use book area and access inescapable environmental text independently. Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means. Enjoy listening to stories, songs and rhymes.	environmental print both in the classroom, around school and in their immediate community e.g. "That's the sign for our road it says Albert Road". That sign says "hall", the label on this box says "animals". Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.	Express opinions about the type of book they enjoy. Can talk with confidence about their favourite books and the characters / story line / information within them. Describes main story settings, events and principal characters in increasing detail. Can predict and project when talking about stories. Re-enacts and reinvents stories they have heard in their play using key vocabulary. Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story.	been read to them, or they have read themselves. Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning. Listen to longer stories / texts and answer questions about a story they have just heard.	knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren. Enjoy listening to stories, songs and rhymes and will start to make up their own.	Is confident to report and reason logically when talking about stories. Able to follow a story without pictures or props.
Word Reading **Decoding** **Fluency** *Tuning into sounds (early phonological and phonemic awareness)*	Paying attention to print. Can recognise words with the same initial sound.	Can say what the initial, middle and final sounds are in CVC words. Can say how many sounds there are in a word.	Can orally delete and manipulate sounds, e.g. change pig to wig/pin, add f to lag to make flag.	Recognises full stops, capital letters when reading decodable texts.	Can correct an adult's reading if their expression and intonation do not match the content of what is being read, e.g. "You need to say it loudly."	Recognises inverted commas and ellipsis when reading decodable texts and knows how to use these to make decisions about how to read something, e.g. with a different voice, slowly, loudly, wait and see etc.
Read, Write, Inc.	A Strong Start (whole class) Keep up targeted chn	2 grps (incl. ditty grp) 'Pinny' time – identified chn	3 groups Tutoring Pinny time for HAPs			
Writing						

Transcription	Develop FMC's so that they can use a range of tools competently, safely and confidently eg. drawing, scissors, paintbrushes, knives, forks and spoons.	Achieving a good posture for writing.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Form lower case and capital letters correctly.	Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.	Write recognisable letters, most of which are correctly formed.
Handwriting	Name writing Link with RWI – introduction of graphemes	Guided drawing in EMW Focused FMC activities in provision FMC intervention for identified children	Early morning work: handwriting patterns.	Focus group in EMW: handwriting patterns.	Write recognisable letters, most of which are correctly formed.	
Composition	Form recognisable letters, particularly letters in their name.	Write a label.	Write a caption.	Write a simple sentence.		
Vocab, Grammar and Punctuation	Topic vocabulary introduced (also sent home for parents to explore/discuss/rehearse at home) – at the start of each half term.		Writing from top to bottom and left to right.	Capital letter, full stop and finger spaces between words. Punctuation policeman		
Maths						
Mastering Number	**<u>Mastering Number</u>** **Autumn Term-** Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking objects which have parts **Spring Term-** Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:**					

	• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers **Summer Term-** Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. **Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek We will use White Rose Maths to cover other areas of the Maths curriculum.

Understanding the World						
Past and Present *Chronology* *Changes within living Memory (link to UTW Science and UTW Geography – Seasonal Change)* *Significant people / events locally* *Understanding the past through story* *Enquiry (including interpretation, comparison, similarities and differences)*	Know the difference between long ago and now. Know about the days of the week and months of the year. Begin to experience measuring time with timers and calendars. Know that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly. Talk about past and present events in their	Know that a clock / watch tells us what time it is / when to do things. Relate the changing seasons to the passing of time. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Know about New Year. Order modern and old objects and begin to make some accurate comparisons between them. Understand that when you grow up you don't go to school, you go to work and name some of the jobs they could do (link to their family / people they know). Compare and contrast characters from stories, including figures from the past.	Know about life cycles, e.g. butterfly and frog. Know about one significant explorer through stories.	Give one cause of an event, e.g. linked to dinosaurs. Name people who help others in the community and talk about their different roles. Order events using everyday language related to time. Look at books, videos, photographs, pictures and artefacts to find out about the past.	Develop an understanding of how houses, clothes, transport and toys have changed over time. Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology. Know about one significant inventor through stories.

	own life and in the lives of family members.					Talk about common themes in stories about historical figures, e.g. bravery, difficult choices, kindness (link to Noah's Ark).
People, Culture and Communities *Locational Knowledge* *Place Knowledge and weather* *Geographical Skills and Fieldwork* *People and Communities, including different religious and cultural communities*	Name and locate areas in the school community. Discuss the area surrounding the school using knowledge from observation, discussion and maps. Know what type of house they live in. Name the city / town / village / country in which they live and the street where their home and school are. Talk about their immediate family and community and some of their routines, culture and celebrations.	Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Draw information from a simple map.	Talk about and name the physical and human features of their local environment and how environments might vary from one another. Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.	Name people who help others in the community and talk about their different roles.	Name, locate and talk about one other country, linked to what they have read. Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live.
The Natural World *Plants* *Animals including humans* *Everyday Materials* *Seasonal Changes* *Environmental Change* *Forces and how things work* *Working Scientifically*	Name some common plants / vegetation, e.g. grass, tree, bush, daisy, dandelion (and other plants and tree names local to their environment). Name all basic parts of the human body that they can see and the brain and heart. Begin to talk about what their body needs,	Talk about simple similarities and differences in plants. Know the names of the seasons and what the weather is / can be like in each. Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants.	Know about similarities and differences in materials. Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool for hair. (EAD Link)	Examine change over time, for example, life cycle of different plants / fruit / vegetables, growing plants from seeds, plants which go to seed. Talk about simple plant parts and what happens to them. Use language, e.g. leaves, roots, stem, petal.	Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs. Talk about the features of their own immediate environment and how environments might vary from one another.	Name some habitats, e.g. homes of birds (garden, forest, wood and water). Talk about some similarities and differences in animals including humans. Know some ways in which humans are harming the world and how to help.

	e.g. food, water exercise and sleep. Know the names of the seasons and what the weather is / can be like in each. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Know that some animals store food for the winter. Know that some animals hibernate in the winter.	Look at how materials change, e.g. when cooking. Make observations and explain observations.	Describe how trees and plants change in different seasons. Carry out observations on changes, e.g. growing plants, floating and sinking, ice melting, magnets, sponges in water.		Know the effect of simple push and pull forces.
Expressive Arts and Design						
Creating with Materials *Range of materials* *Tools and Fixings* *Painting* *Drawing / line* *Sculpting* *Colour / pattern / texture / shape* *Artists / Wider Concepts* *Discussion and evaluation*	Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Accurately use a paint brush (appropriate grip). Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. When drawing themselves represent all of the different face / body parts.	Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel (also see PD). Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Select specific textures to represent different things e.g.glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach.	Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe process e.g. twisted, rolled, stretched. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey.	Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves). Draw with increasing observation. Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Talk about colours, shapes, patterns and texture in different pieces of art.	Join different materials explaining why they have chosen a specific fixing. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, glues, tape. Express clear opinions about different paintings / designs / sculptures justifying their opinions. Know what an art gallery is.	Purposefully choose construction materials for a specific job. Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Describe patterns using correct vocabulary. Name at least two different artists.
Being Imaginative and Expressive ***Music, Dance and Drama*** *Using voices*	Sing in a group or on their own, increasingly matching the pitch and following the melody. Tap out simple repeated rhythms. Listen attentively, move	Name an increasing number of instruments, describing the sounds they make and what they might be used for. Choose particular instruments / body	Recall an increasing repertoire of familiar songs. Increasingly collaborate with others to experiment with body parts and instruments	Accompany songs with simple instruments, keeping a steady beat. Watch and talk about dance and performance art, expressing their feelings and responses.	Create songs of their own to match their imaginative play (often sung to a known tune). Respond imaginatively to art works and objects, e.g. this music	Listen to others, e.g. when singing a short song / sharing opinions about music and performance. Have lots of imaginative ideas when playing with

Playing instruments *Listening with concentration,* *Experimenting with sounds* *Response, discussion and evaluation* *Dance using simple movement patterns (PD)* *Adapt, create and sustain a range of roles* *Improvise, devise and script drama.*	to and talk about music, expressing their feelings and responses.	parts and sounds for their own imaginative purposes. Experiment with different ways of moving. Confidently take part in a range of pretend play, sometimes taking the lead. Introduce a storyline or narrative into their play.	to create more layered sounds. Follow simple dance patterns. Work with others to decide upon / negotiate roles in role play activities. Adapt and recount known narratives in their pretend play. Use props for specific purposes.	Represent their own ideas, thoughts and feelings through dance.	sounds like dinosaurs … Confidently create representations of both imaginary and real-life people / animals. Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.	small world and construction kits and involve others in these ideas / narratives.
Charanga (Music scheme)	Listen and Respond - to a different style of music each week/step (moving to a pulse) Explore and Create - initially using voices only but building to using classroom instruments too (pulse, rhythm, pitch) Singing and Playing Instruments - nursery rhymes and action songs - building to singing and playing Share and Perform				Listen and Appraise Musical Activities – singing, improvising and playing musical instruments Perform and Share Reflect, Rewind and Replay	