



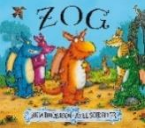


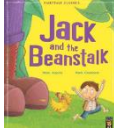

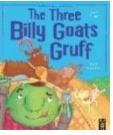

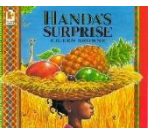
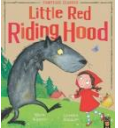




# Alfred Sutton Primary

## Year R Curriculum



	Autumn Term		Spring Term		Summer Term	
	Term 1 <b>Happy Healthy Me!</b>	Term 2 <b>Terrific tales and Celebrations!</b>	Term 3 <b>Night-time Tales and My Community</b>	Term 4 <b>Come Outside!</b>	Term 5 <b>Amazing Animals!</b>	Term 6 <b>We're Going On a Journey!</b>
<b>General themes</b>	Starting school My new class Human body Understanding my feelings My family Knowing am unique Friendship and belonging Being kind Staying safe	Joy of reading Favourite and familiar tales Traditional tales Old favourites Family traditions Library visit Celebrations at home and at school	The moon Similarities and differences Nocturnal animals Space explorers People who help us Careers Keeping safe and healthy Design a spaceship	Plants and flowers Weather and seasons Planting Sustainability – looking after our environment Change and Growth Reduce, Reuse and Recycle Heathy eating	Life cycles Habitats Climates Animals around the world Animals patterns and camouflage Caring for others including animals	Travelling Comparison Preferences Making choices Preparing for change Famous explorers Where do you live in the UK/ World? Vehicles past and present
<b>Class texts</b>	<ul style="list-style-type: none"> <li>When a dragon goes to school</li> <li>Pete the Cat Rocking in my School Shoes</li> <li>Little Red Hen</li> </ul>   	<ul style="list-style-type: none"> <li>Supertato</li> <li>Zog</li> </ul>  	<ul style="list-style-type: none"> <li>Whatever Next</li> <li>All Through the Night</li> </ul>  	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Stuck</li> </ul>  	<ul style="list-style-type: none"> <li>The Three Billy Goats Gruff</li> <li>My first Book of Minibeasts</li> </ul>  	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Little Red Riding Hood</li> </ul>  
<b>Enrichment / 'Wow' moments</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Making new friends</li> <li>Favourite songs</li> <li>Harvest time</li> <li>Journey around the school</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Trail</li> <li>Bonfire Night</li> <li>Diwali</li> <li>Hannikah</li> <li>Christmas</li> <li>Remembrance Day</li> <li>Class performance</li> <li>Children in Need</li> </ul>	<ul style="list-style-type: none"> <li>Visit to the library</li> <li>Walk to the Park/ field</li> <li>Sharing favourite stories</li> <li>Chinese New Year</li> <li>Lent</li> <li>What do I want to be when I grow up?</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Planting seeds</li> <li>Pancake Day</li> <li>Trip to a farm</li> <li>Healthy eating/ food tasting</li> <li>Mother's Day</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Animal artwork</li> <li>Start of Ramadan</li> <li>Eid</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating different cultures</li> <li>Map work</li> <li>Sports Day</li> <li>Father's Day</li> <li>Meeting new teachers</li> <li>End of year celebration</li> </ul>
<b>Sutton Six - Core values</b>	<b>Respect</b>	<b>Resilience</b>	<b>Aspiration</b>	<b>Responsibility</b>	<b>Community</b>	<b>Compassion</b>





### Communication and Language

#### Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

### Early Learning Goals

#### Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

#### Speaking

Children at the expected level of development will:

- 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

#### Autumn Term

#### Spring Term

#### Summer Term

Term 1 <b>Happy Healthy Me!</b>	Term 2 <b>Terrific tales and Celebrations!</b>	Term 3 <b>Night-time Tales &amp; My Community</b>	Term 4 <b>Come Outside!</b>	Term 5 <b>Amazing Animals!</b>	Term 6 <b>We're Going On a Journey!</b>
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Communication & Language is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language additional provision, carefully chosen class texts and EYFS productions. Throughout the year children will:

- Establish and use routines for speaking and listening: MTYT, TTYP, talk partners, eye contact
- Learn to speak with confidence during circle/carpet times.
- Learn to listen and respond appropriately with relevant comments, questions and actions.
- Respond to instructions and directions through adult initiated/led and child led activities.
- Listen carefully to stories, non-fiction, rhymes and poems and respond appropriately to what they have heard.
- Join in and remember familiar songs and rhymes
- Use appropriate story language to re-enact/re-tell simple and familiar stories.
- Learn new vocabulary relating to topics and use it in different contexts.
- Reflect and comment on own thoughts and feeling, linked to experiences and learning
- Connect own thoughts and ideas





Communication and Language

- Listen to and respond to others
- Begin to take turns to speak
- Follow simple 2-part instructions
- Make sense of and use new vocabulary
- Understand 'who', 'what' and 'where' questions
- Talk about self
- Learn 'talking' routines
- Communicate needs and interests
- Begin to describe own experiences
- Understand how to listen carefully and why listening is important

- Increased confidence to engage in conversations with peers and familiar adults
- Understand 'how', 'why' and 'when' questions – show curiosity
- Follow simple instructions with increased accuracy
- Talk about family and traditions
- Anticipate key celebrations/events/festivals
- Take part in class discussions
- Share favourite stories
- Make comments and observations during play
- Begin to compare experiences

- Show interest in their immediate environment
- Begin to follow more complex instructions
- Listen to others for a longer period of time (whole class/ small group)
- Ask a range of questions based on their own experiences
- Describing what can be seen and heard with increased detail
- Talk about changes they have noticed
- Use accurate vocabulary to compare different times of the day
- Reflect on the year so far, what might happen next?

- Respond to changes noticed
- Follow instructions with increased accuracy
- Ask questions to improve/ expand understanding
- Make predictions about what might happen (life cycle)
- Talk about likes and dislikes with more detail and begin to justify thoughts
- Ask questions about familiar aspects of their environment and their learning
- Talk with confidence about why things happen

- Continue to ask questions to develop knowledge base
- Listen attentively to the opinions of others
- Respond suitably during class discussions
- Share known facts about animals
- Talk using longer sentences, including expression
- Describing animals using appropriate vocabulary
- Talking about similarities and differences
- Talk about favourite animal, including why

- Engage in meaningful conversations with others, taking turns in conversation
- Talk about transition to Year 1
- Able to ask and answer questions with more confidence
- Talk about different experiences related to travel.
- Use imagination to talk about where they might like to travel
- Speak with confidence in full sentences, increasing accuracy when using plurals/tenses
- Talk about past events/experiences





Personal, Social and Emotional Development

Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals

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.

Managing Self

Children at the expected level of development will:

- 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.

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.

Autumn Term

Spring Term

Summer Term

Term 1 Happy Healthy Me!	Term 2 Terrific tales and Celebrations!	Term 3 Night-time Tales & My Community	Term 4 Come Outside!	Term 5 Amazing Animals!	Term 6 We’re Going On a Journey!
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Personal, Social and Emotional Development is developed throughout the year with classes responding to specific needs when they arise. Throughout the year children will:

- Learn and respond to the rules and routines of the setting.
- Understand they are an individual with a range of emotions and feelings.
- Identify and name common feelings in themselves and others
- Understand children’s rights – meaning that we should all be allowed to have a voice and to learn and play harmoniously.
- Learn how to express their feelings and be considerate of others.
- Identify and moderate their feelings
- Develop and build constructive and respectful relationships with peers and adults
- Manage their own personal needs, including overall health and wellbeing.





Personal, Social and Emotional Development

<ul style="list-style-type: none"> <li>Play co-operatively and take turns</li> <li>Begin to recognise and manage own feelings</li> <li>Separate from carer</li> <li>Settle into school routine</li> <li>Learn class rules</li> <li>Become familiar with new environments</li> <li>Know what it means to be responsible</li> <li>Begin to seek help from others when it is needed</li> <li>Begin to manage own coat and belongings</li> <li>Make new friends</li> <li>Understand how it feels to belong</li> <li>Enjoy working with others</li> <li>Understand why it is good to be kind</li> <li>Join an adult when asked to do so for an activity</li> <li>Begin to explain to an adult when upset</li> <li>Learn how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Begin to manage change to routines/timetable</li> <li>Begin to face challenges and learn not to give up when things are hard</li> <li>Understand the difference between right and wrong</li> <li>Build confidence and self-belief</li> <li>Work with/ alongside others</li> <li>Celebrate similarities and differences</li> <li>Work as part of a team – collective learning, developing play and small group activities</li> <li>Understand that celebrating different festivals/traditions make us special</li> <li>Learn how to stand up for yourself, remembering to seek help and reassurance from an adult</li> <li>Set a goal and work towards it</li> <li>Understand the importance of a good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li>Share some experiences from home</li> <li>Think about personal goals</li> <li>Say what they are good at and realise that everyone is good at different things</li> <li>Begin to manage conflicts, seeking help when it is needed</li> <li>Understand change</li> <li>Show kindness towards self and others</li> <li>Solve problems when facing a challenge, working with others or asking for help</li> <li>Identify and face fears</li> <li>Know how to stay safe</li> <li>Understand that people have fears and that you can overcome them</li> <li>Show interest and curiosity when engaged with an activity/visitor</li> <li>Develop greater independence when managing lunchtime routine</li> <li>Know the importance of brushing your teeth</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for self, others and the environment</li> <li>Show respect towards and celebrate the environment</li> <li>Understand the impact humans have on the environment</li> <li>Know how to make healthy choices – food and exercise</li> <li>Name what you can do and foods you can eat to be health</li> <li>Understand the link between what I am taught and the follow-up activity – sequencing planting</li> <li>Show care and interest when growing a bean/seed and when exploring the outside</li> <li>Notice and comment on changes in the environment – leading to an understanding of seasonal changes</li> <li>Know you belong to various communities such as home, school, the wider local area</li> </ul>	<ul style="list-style-type: none"> <li>Show care towards others and modify behaviour if needed</li> <li>Continue to manage feelings and behaviour, including changes to the day</li> <li>Know right from wrong and start to solve small conflicts with peers</li> <li>Respect differences in opinion</li> <li>Be considerate</li> <li>Understand that you need to exercise and rest to keep your body healthy</li> <li>Realise it is ok to eat a treat in moderation</li> <li>Persevere and tackle challenges</li> <li>Know we are all different but the same in some ways</li> <li>Explain the different life stages from birth to death</li> <li>Understand that animals live in different parts of the world and know their own habitats</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the need to keep safe when walking outside</li> <li>Manage self when the weather is hot – take off jumpers/ drink water</li> <li>Understand that although we may look different, we should be treated the same</li> <li>Reflect on experiences and identify strengths and areas for development</li> <li>Express new feelings and emotions with confidence</li> <li>Face new challenges and experiences, managing changes</li> <li>Prepare for change by comparing experiences</li> <li>Show sensitivity towards others</li> <li>Visit new classrooms and spend time with different adults</li> <li>Develop a sense of uniqueness</li> <li>Make new friends</li> <li>Say goodbye to familiar adults</li> </ul>
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PSHE Kapow Primary

Lessons may be combined to ensure full coverage

<p>Self-regulation: My feelings</p> <ul style="list-style-type: none"> <li>Identifying my feelings <ul style="list-style-type: none"> <li>Feelings jar</li> <li>Coping strategies</li> <li>Describing feelings</li> <li>Facial expressions</li> <li>Creating a calm corner</li> </ul> </li> </ul>	<p>Building relationships: Special relationship</p> <ul style="list-style-type: none"> <li>My family</li> <li>Special people</li> <li>Sharing</li> <li>I am unique</li> <li>My interest</li> <li>Similarities and differences</li> </ul>	<p>Managing self: Taking on challenges</p> <ul style="list-style-type: none"> <li>Why do we have rules</li> <li>Building towers</li> <li>Team den building</li> <li>Grounding</li> <li>Team races</li> <li>Circus skills</li> </ul>	<p>Self-regulation: Listening and following instructions</p> <ul style="list-style-type: none"> <li>Simon says</li> <li>Listening to a story</li> <li>Pass the whisper</li> <li>Obstacle races</li> <li>Blindfold walk</li> <li>Treasure hunt</li> </ul>	<p>Building relationships: My family and friends</p> <ul style="list-style-type: none"> <li>Festivals</li> <li>Sharing</li> <li>What makes a good friend?</li> <li>Being a good friend</li> <li>Teamwork</li> <li>Celebrating friendships</li> </ul>	<p>Managing self: My wellbeing</p> <ul style="list-style-type: none"> <li>What is exercise?</li> <li>Yoga and relaxation</li> <li>Looking after ourselves</li> <li>Being a safe pedestrian</li> <li>Eating healthily</li> <li>A rainbow of food</li> </ul>
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Physical Development

Educational Programme

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goals

Gross Motor Skills

Children at the expected level of development will:

- 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.

Fine Motor Skills

Children at the expected level of development will:

- 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.

Autumn Term		Spring Term		Summer Term	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Happy Healthy Me!	Terrific tales and Celebrations!	Night-time Tales & My Community	Come Outside!	Amazing Animals!	We’re Going On a Journey!

Throughout the year children will:

- Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming
- 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 spoon. Fine motor skills are closely linked to Expressive Arts and Design
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop overall body-strength, balance, co-ordination, and agility
- Travel in different ways whilst exploring and negotiating the space around them
- Have daily access to a range of resources to support fine and gross motor control
- Take part in weekly PE sessions
- Develop pencil grip and letter formation
- Have daily access to the garden where they are able to build and climb and weekly access to bikes and scooters.





**Physical Development**

**Gross Motor**

**PE taught by Mr Neate (Specialist PE teacher) PE Planning**

<p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Awareness of People</li> <li>• Awareness of Space</li> <li>• Awareness of the area</li> </ul>	<p><b>Movement and Balance</b></p> <ul style="list-style-type: none"> <li>• Changing direction</li> <li>• Co-ordination</li> <li>• Changing levels</li> <li>• Speeding up</li> <li>• Slowing down</li> </ul>	<p><b>Hand eye Co-ordination</b></p> <ul style="list-style-type: none"> <li>• (Dribbling)</li> <li>• Moving hands/feet to objects</li> <li>• Tracking the object (Eyes)</li> <li>• Contact with object</li> <li>• Dribbling equipment</li> </ul>	<p><b>Sending / Throwing</b></p> <ul style="list-style-type: none"> <li>• (Balls &amp; Beanbags)</li> <li>• Rolling</li> <li>• Throwing Underarm</li> <li>• Throwing overarm</li> </ul>	<p><b>Stopping / Catching</b></p> <ul style="list-style-type: none"> <li>• Tracking the ball (Hands)</li> <li>• Moving to the ball</li> <li>• Body behind the ball</li> </ul>	<p><b>Sports day practice</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Throwing</li> <li>• Catching</li> <li>• Competitive games / Personal best</li> </ul>
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**Fine Motor**

<ul style="list-style-type: none"> <li>• Develop an effective pencil grip</li> <li>• Begin to manipulate a range of tools</li> <li>• Use a knife, fork and/or spoon when eating</li> <li>• Show preference for a dominant hand</li> <li>• Begin to write letters with anti-clockwise movement</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to write letters with anti-clockwise movement</li> <li>• Use an effective pencil grip, modifying grip if necessary</li> <li>• Become confident and comfortable when using scissors/ tools</li> <li>• Manage own coat fastenings and put on gloves</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write letters on a line</li> <li>• Hold scissors with accuracy and cut along a straight line</li> <li>• Draw a variety of imaging with increased control over the mark making tools being used</li> <li>• Develop pencil pressure on paper</li> <li>• Encourage children to draw freely</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write ascenders and decenders above and below the line</li> <li>• Confidently use scissors to cut along lines and around images</li> <li>• Hold pencil effectively with a comfortable grip</li> <li>• Form recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pencil grip and letter formation</li> <li>• Handle tools, objects, construction and malleable materials with increasing control</li> <li>• Use one hand consistently for fine motor tasks</li> <li>• Add detail to drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Form most letters correctly, including ascenders/ decenders sitting on the line</li> <li>• Draw pictures which can be recognised by others</li> <li>• Use a range of tools with dexterity and strength</li> </ul>
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Literacy

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Early Learning Goals

Comprehension

Children at the expected level of development will:

- 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

Word Reading

Children at the expected level of development will:

- 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.

Writing

Children at the expected level of development will:

- 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.

Autumn Term

Spring Term

Summer Term

Term 1 <b>Happy Healthy Me!</b>	Term 2 <b>Terrific tales and Celebrations!</b>	Term 3 <b>Night-time Tales &amp; My Community</b>	Term 4 <b>Come Outside!</b>	Term 5 <b>Amazing Animals!</b>	Term 6 <b>We're Going On a Journey!</b>
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Throughout the year children will:

- Hear and read a number of different text types, enjoying an increasing range of books
- Answer questions based on what they have heard, showing their understanding
- Have opportunities to retell and sequence stories
- Learn to read individual letters and letter groups and say the correct sounds for them
- Learn to segment and blend sounds into words, so that they can read short words and sentences
- Recognise and read familiar words by sight
- Learn how to form letters correctly
- Spell words containing sounds they know
- Write labels, captions, words, simple sentences and stories
- Have opportunities to 'write' in all areas of provision







Literacy

Class texts

- When a dragon goes to school
- Pete the Cat rocking in My School Shoes
- Little Red Hen



- Little Red Riding Hood
- Zog



- Whatever Next
- All Through the Night



- Jack and the Beanstalk
- Stuck



- The Three Billy Goats Gruff
- Rumble in the Jungle



- Handa's Surprise
- The Snail and the Whale



Comprehension

- Share stories that reflect the diversity of our class/school
- Join in with rhymes and show an interest in stories.
- Understand the five key concepts about print: - print has meaning – print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.
- Sequence familiar stories using pictures
- Respond to questions about a text or story

- Retell stories related to events through acting/role play.
- Retell stories using images/ actions and story maps
- Recognise main characters in a familiar text
- Sequence story – use vocabulary of beginning, middle and end.
- Enjoy an increasing range of books, introduce non-fiction texts
- Understand that fiction means a story.
- Identify the features of fiction books.

- Encourage children to record stories through picture drawing/mark making correspondences
- Take part in detailed discussions about books read
- Predict and sequence main events of a story
- Show curiosity to find/learn new vocabulary and knowledge
- Engage in extended conversations about stories
- Answer questions about what they have heard

- Look at information leaflets
- Edit stories and orally retell new stories
- Re-read books to build confidence in word reading, fluency, understanding and enjoyment.
- World Book Day
- Use vocabulary and forms of speech that are increasingly influenced by experiences of books.
- Develop own narratives and explanations by connecting ideas or events

- Use story language when acting out a narrative
- Draw pictures of characters/ event / setting in a story. Include labels, sentences or caption
- Engage with fiction and non-fiction materials with increased interest and concentration
- Use newly learnt knowledge/ vocabulary in back-and-forth conversations
- Identify the features of non-fiction books.

- Share stories from other cultures
- Draw pictures of characters/ event / setting in a story
- Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.
- Demonstrate understanding of stories by predicting what might happen
- Understand that non-fiction is a non-story- it gives information instead.





Literacy

Word reading: Phonics taught following Read Write Inc. Phonics

Minimum expectations

<ul style="list-style-type: none"> <li>• RWI Set 1 Sounds whole class</li> <li>• Read single-letter Set 1 sounds (first 16)</li> <li>• For some, blend sounds into words orally</li> <li>• Read Red words: I, said, the</li> </ul>	<ul style="list-style-type: none"> <li>• RWI differentiated groups – Set 1, and Set 2 Speed Sounds</li> <li>• Read all Set 1 single letter sounds</li> <li>• Blend sounds into words orally</li> <li>• Blend sounds to read words</li> <li>• Read short Ditty stories, Red Storybook, Green Storybooks</li> <li>• Read Red words: she, he, no, my, of</li> </ul>	<ul style="list-style-type: none"> <li>• RWI differentiated groups – Set 1, Set 2 and Set 3 Speed Sounds</li> <li>• Blend sounds to read words</li> <li>• Read short Ditty stories, Red Storybook, Green Storybooks, Purple Storybooks</li> <li>• Read Red words: your, you, be, are, me</li> </ul>	<ul style="list-style-type: none"> <li>• RWI differentiated groups – Set 1, Set 2 and Set 3 Speed Sounds</li> <li>• Read 4 double consonants</li> <li>• Read short Ditty stories, Red Storybook, Green Storybooks, Purple Storybooks and Pink Storybooks</li> <li>• Read Red words: was, so, by, all, want</li> </ul>	<ul style="list-style-type: none"> <li>• RWI differentiated groups</li> <li>• Read short Ditty stories, Red Storybook, Green Storybooks, Purple Storybooks, Pink Storybooks and Orange Storybooks</li> <li>• Read Red words: we, do, some, were, call</li> </ul>	<ul style="list-style-type: none"> <li>• RWI differentiated groups – Set 1, Set 2 and Set 3 Speed Sounds</li> <li>• Read short Ditty stories, Red Storybook, Green Storybooks, Purple Storybooks, Pink Storybooks and Orange Storybooks</li> <li>• Read Red words: what, here, old, they, our</li> </ul>
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Writing

<ul style="list-style-type: none"> <li>• Experiment with mark making and writing/tracing patterns</li> <li>• Begin to develop a dominant hand and work towards a tripod grip.</li> <li>• Give meaning to marks and labels.</li> <li>• Use initial sounds to label characters / images</li> <li>• Write about about themselves, their families and the class texts</li> <li>• Write letters from their names and those taught during phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Label using initial sounds</li> <li>• Orally tell stories sometimes with adults acting as scribes</li> <li>• Write CVC words to label characters from the class text</li> <li>• Write simple captions based on stories/ characters/ images</li> <li>• Identify the sound that is tricky to spell</li> <li>• Begin to use Red words when writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use images to retell a story</li> <li>• Correctly spell some red words</li> <li>• Write CVC words with more accuracy</li> <li>• Begin to write CVCC, CCVC words</li> <li>• Guided writing based on class text</li> <li>• Learn to apply finger spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label story maps</li> <li>• Write captions, labels and simple sentences using the phonics sound they know.</li> <li>• Write 2 sentences, remembering finger spaces some of the time</li> <li>• Write name with most letters formed correctly</li> <li>• Develop more control over letter formation including size, orientation and pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a purpose in role play using phonetically plausible attempts at words</li> <li>• Develop stamina for writing</li> <li>• Compose and write own sentence/caption, moving away from guided writing</li> <li>• Introduce full stops</li> <li>• Form lower-case letters correctly.</li> <li>• Use and correctly spell more red words</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a number of different purposes including stories</li> <li>• Use familiar texts as a model for own writing</li> <li>• Use finger spaces with increased accuracy</li> <li>• Use capital letters and full stops some of the time</li> <li>• Write using recognisable letters which are mostly formed correctly</li> <li>• Write three sentences: beginning, middle and end</li> </ul>
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Maths

Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organizing counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early Learning Goals

Number

Children at the expected level of development will:

- 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.

Numerical Patterns

Children at the expected level of development will:

- 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

Autumn Term

Spring Term

Summer Term

Term 1 <b>Happy Healthy Me!</b>	Term 2 <b>Terrific tales and Celebrations!</b>	Term 3 <b>Night-time Tales &amp; My Community</b>	Term 4 <b>Come Outside!</b>	Term 5 <b>Amazing Animals!</b>	Term 6 <b>We're Going On a Journey!</b>
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Throughout the year children be provided with frequent and varied opportunities to build, understand and demonstrate their mathematical understanding. They will:

- Sing number songs and rhymes
- Recognise, sequence and compare numbers
- Count forwards and backwards
- Understand the value of numbers and explore the composition of numbers
- Count, objects actions and sounds
- Show quantities in familiar patterns
- Match numeral to quantity
- Learn number bond and doubles
- Explore and describe shapes, recognise and name shapes in the environment
- Investigate repeating patterns and be able to continue, copy and create their own
- Compare and describe length, weight and capacity





**Maths**

**White Rose Maths**

**Children will complete:**

- Match, sort and compare
- Talk about measure and pattern
- It's me 1, 2, 3
- Circles and Triangles
- 1, 2, 3, 4, 5
- Shapes with 4 sides

**Children will complete:**

- Alive in 5
- Mass and Capacity
- Growing 6, 7, 8
- Length, height and time
- Building 9 and 10
- Explore 3-D shapes

**Children will complete:**

- To 20 and beyond
- How many now?
- Manipulate, compose and decompose
- Sharing and grouping
- Visualise, build and map
- Make connections





Understanding the World

Science, History, Geography, Computing, Religious Education

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Learning Goals

Past and Present

Children at the expected level of development will:

- 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.

People, Culture and Communities

Children at the expected level of development will:

- 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.

The Natural World

Children at the expected level of development will:

- 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.

Autumn Term

Spring Term

Summer Term

Term 1 <b>Happy Healthy Me!</b>	Term 2 <b>Terrific tales and Celebrations!</b>	Term 3 <b>Night-time Tales &amp; My Community</b>	Term 4 <b>Come Outside!</b>	Term 5 <b>Amazing Animals!</b>	Term 6 <b>We’re Going On a Journey!</b>
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Throughout the year children will:

- Talk about members of their immediate family and community
- Learn about people and events from the past, including significant events they have experienced
- Notice and comment on how things have changed over time
- Understand that people have different beliefs and celebrate special times in different ways, including places of worship
- Recognise and comment on similarities and differences between life in this country and life in other countries
- Explore the natural world around them and talk about what they have noticed by making appropriate comments and asking questions
- Understand the effect of changing seasons on the natural world around them
- Describe what they see, hear, and feel whilst outside, including the weather
- Use different forms of technology to enhance learning and bring the wider world into the classroom.– - images, video clips, BeeBots, iPads and other resources





Understanding the World

Science, History, Geography, Computing, Religious Education

Past and Present

<ul style="list-style-type: none"> <li>Discuss who is in their family</li> <li>Develop a sense of their own history: how old am I? How old was I last year?</li> <li>Look at and compare photographs of self/ family</li> <li>Share stories based long ago e.g. Peepo</li> <li>Take a photo of the first day in Reception</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events using first and then</li> <li>Introduce the vocabulary used to describe the past</li> <li>Talk about events that happened a long time ago: Nativity, Bon Fire Night, Diwali</li> <li>Compare events from the past with current celebrations (Christmas)</li> </ul>	<ul style="list-style-type: none"> <li>Know that 'in the past' means it has already happened/ time before now</li> <li>Sharing holiday news – what you did in the past</li> <li>New Year Resolutions – what would I like to get better at?</li> <li>Find out about significant figures who have been to space and begin to understand that these events happened before they were born</li> <li>Talk about what job they would like to do in the future</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and place events in chronological order</li> <li>Refer to how trees/ plants change throughout the year</li> <li>Discuss images of farm equipment from the past and compare them with equipment they use today</li> </ul>	<ul style="list-style-type: none"> <li>Sharing holiday news – what you did in the past</li> <li>Consider the life cycle of animals (Living eggs/ Butterflies)</li> <li>Learn about the coronation of King Charles and compare it to coronations from the past</li> </ul>	<ul style="list-style-type: none"> <li>Compare and discuss modes of transport, especially how they have changed over time</li> <li>End of year photo and compare with first day – how have I change? What can I do now that I couldn't do before?</li> <li>Review the school year and discuss what has changed or is still the same</li> </ul>
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People, Cultures and Community

<ul style="list-style-type: none"> <li>Talk about family, community and friends – what is the same and different</li> <li>Create a simple map of the school environment</li> <li>Understand that families come from another country/ speak different languages</li> <li>Discuss important events in their lives</li> <li>Learn about: Harvest</li> </ul>	<ul style="list-style-type: none"> <li>Discuss family traditions and understand that they can be different</li> <li>Listen to traditional stories from around the world – find country on globe/ on map</li> <li>Learn about: Christmas, Diwali, Hannukah</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of staying safe in the dark</li> <li>Develop an understanding of the people who help us in the community. - Identify someone who helps (protects) us</li> <li>Become aware of the different jobs and roles people take on at own homes, in school and in the local community</li> <li>Learn about: the Luna New Year, Pancake Day, Shivaratri</li> </ul>	<ul style="list-style-type: none"> <li>Take a trip to our local park and discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. What can we recycle at school?</li> <li>Know we live in a town called Reading</li> <li>Talk about features of our town</li> <li>Learn about: Holi, Easter, the start of Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>Find out about Significant figures who work with animals</li> <li>Look at what rubbish can do to animals and the environment and consider what we can do as a community to reduce the impact</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Learn about: Eid</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Look at the difference modes of transport and explain how they can be used</li> <li>Encourage children to make simple comparisons.</li> <li>Make and use simple maps</li> <li>Encourage children to use navigational language</li> </ul>
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Understanding the World

Science, History, Geography, Computing, Religious Education

The Natural World

Throughout the year children will be making observations of the weather and change in the season
Staff will use images, video clips, shared texts and other resources to bring the wider world into the classroom

Table with 6 columns and 1 row detailing learning objectives for 'The Natural World' across various subjects like Science, History, Geography, Computing, Religious Education.

Computing and technology

Table with 6 columns and 1 row detailing learning objectives for 'Computing and technology' across various subjects like Science, History, Geography, Computing, Religious Education.







Understanding the World

Science, History, Geography, Computing, Religious Education

Religious Education

Discovery RE

<p>Theme: Special People</p> <ul style="list-style-type: none"> <li>• Key Question: What makes people special?</li> <li>• Religions: Christianity, Judaism</li> </ul>	<p>Theme: Christmas</p> <ul style="list-style-type: none"> <li>• Key Question: What is Christmas?</li> <li>• Religion: Christianity Christian concept: Incarnation</li> </ul>	<p>Theme: Celebrations</p> <ul style="list-style-type: none"> <li>• Key Question: How do people celebrate?</li> <li>• Religions: Hinduism</li> </ul>	<p>Theme: Easter</p> <ul style="list-style-type: none"> <li>• Key Question: What is Easter?</li> <li>• Religion: Christianity Christian concept: Salvation</li> </ul>	<p>Theme: Story Time</p> <ul style="list-style-type: none"> <li>• Key Question: What can we learn from stories?</li> <li>• Religions: Christianity, Islam, Hinduism, Sikhism</li> </ul>	<p>Theme: Special Places</p> <ul style="list-style-type: none"> <li>• Key Question: What makes places special?</li> <li>• Religions: Christianity, Islam, Judaism</li> </ul>
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### Expressive Arts and Design

#### Art, Design Technology, Music

#### Educational Programme

The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

#### Early Learning Goals

##### Creating with Materials

Children at the expected level of development will:

- 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.

##### Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Autumn Term		Spring Term		Summer Term	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Happy Healthy Me!</b>	<b>Terrific tales and Celebrations!</b>	<b>Night-time Tales &amp; My Community</b>	<b>Come Outside!</b>	<b>Amazing Animals!</b>	<b>We’re Going On a Journey!</b>

Throughout the year children will:

- Explore and use a variety of materials and resources to express their ideas and feelings.
- Mix different media to create pieces of artwork, commenting on what they are doing.
- Learn about famous artists and have the opportunity to replicate their work.
- Experiment with colour, tools, textures, and techniques.
- Use and combine various constructions materials to build with a purpose in mind.
- Sign familiar songs and learn new.
- Explore sounds and how they can be changed, responding to music and making their own
- Have opportunity to express themselves in different ways through song, dance, performance, art, poetry
- Work collaboratively, sharing experiences, ideas, resources and skills
- Bring narrative into their play, using props and materials
- Use story maps, props, and puppets to retell, invent and adapt stories
- Listen to a range of music and move freely as they interpret what they hear.
- Work with Berkshire Maestros to develop an understanding of music





**Expressive Arts and Design**

**Art, Design Technology, Music**

**Creating with Media and Design**

<ul style="list-style-type: none"> <li>Experiment with a range of mediums – wax, paint, crayon, felt-tip, pastels to create artwork – self-portraits, Wheat Field, hand prints</li> <li>Teach different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>Manipulate playdough/ clay into required shape – e.g. diva lamps</li> </ul>	<ul style="list-style-type: none"> <li>Use different materials and media to make maps</li> <li>Explore colour, beginning to mix primary colours</li> <li>Firework pictures</li> <li>Making masks</li> <li>Decorations and cards</li> <li>Use mixed media to design headbands for class performance</li> </ul>	<ul style="list-style-type: none"> <li>Use different textures and materials to make own artwork</li> <li>Collaborative artwork – Space display</li> <li>Exploring hot and cold colours</li> <li>Begin to explain what tools, skills and techniques have been applied whilst creating</li> <li>Models of spaceships</li> <li>Experiment with mixing colours</li> <li>Use tools to adapt different materials – cutting lines to make a lantern</li> </ul>	<ul style="list-style-type: none"> <li>Select the tools and techniques needed to assemble different materials</li> <li>Observational paintings/pictures of plants, the garden</li> <li>Mother’s day crafts</li> <li>Sculptures using natural materials (Andy Goldsworthy)</li> <li>Use different materials and joining methods to build structures</li> </ul>	<ul style="list-style-type: none"> <li>Make patterns using different colours (camouflage)</li> <li>Animal puppets/ masks</li> <li>Combine materials to design and make bridges for the 3 goats</li> <li>Observational paintings/pictures of animals</li> <li>Explain with more detail what tools, skills and techniques have been applied whilst creating</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of making different textures</li> <li>Join different materials when making vehicles</li> <li>Apply a range of different skills and techniques taught throughout the year whilst creating</li> <li>Combine maps</li> <li>Use recycled materials to make models of transport</li> <li>Father’s day crafts</li> </ul>
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**Artist Study**

<ul style="list-style-type: none"> <li>Vincent Van Gogh: Wheat Fields</li> </ul>	<ul style="list-style-type: none"> <li>Paul Klee: Castle and Sun</li> </ul>	<ul style="list-style-type: none"> <li>Vincent Van Gogh: Starry Night</li> </ul>	<ul style="list-style-type: none"> <li>Romero Britto: flowers</li> </ul>	<ul style="list-style-type: none"> <li>Henri Matisse: The Snail</li> </ul>	<ul style="list-style-type: none"> <li>Esther Mahlangu: contemporary paintings</li> </ul>
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**Kapow Primary: Art and Design (condensed curriculum)**

Lessons may be combined to ensure full coverage

<p>Unit 1 Drawing: Marvellous marks</p> <ul style="list-style-type: none"> <li>Mark making with wax crayons</li> <li>Mark making with felt tips</li> <li>Mark making with chalk</li> <li>Observational pencil drawings</li> <li>Drawing faces</li> <li>Drawing faces in colour</li> </ul>	<p>Unit 2 Painting and mixed media: Paint my world</p> <ul style="list-style-type: none"> <li>Finger painting</li> <li>Outdoor painting</li> <li>Painting to music</li> <li>Collage and transient art</li> <li>Landscape collage</li> <li>Group art</li> </ul>	<p>Unit 3 Sculpture and 3D</p> <ul style="list-style-type: none"> <li>Clay</li> <li>Playdough</li> <li>Landscape art</li> <li>Designing sculptures</li> <li>Creating animal sculptures</li> <li>Painting animal sculptures</li> </ul>
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**Expressive Arts and Design**

**Art, Design Technology, Music**

**Kapow Primary: Design and technology (condensed curriculum)**

Lessons may be combined to ensure full coverage

<p>Unit 1 Structures: Junk modelling</p> <ul style="list-style-type: none"> <li>• Exploring junk modelling</li> <li>• Cutting and scissor skills</li> <li>• Choosing resources</li> <li>• Making models</li> <li>• Evaluation and presentation</li> <li>• Temporary joins</li> </ul>	<p>Unit 2 Textiles: Bookmarks</p> <ul style="list-style-type: none"> <li>• Exploring threading and weaving</li> <li>• Paper weaving</li> <li>• Sewing with hessian</li> <li>• Designing bookmarks</li> <li>• Creating bookmarks</li> <li>• Evaluating bookmarks</li> </ul>	<p>Unit 3 Structures: Boats</p> <ul style="list-style-type: none"> <li>• Waterproof materials</li> <li>• Floating and sinking</li> <li>• Boats</li> <li>• Investigating boats</li> <li>• Designing boats</li> <li>• Creating and testing boats</li> </ul>
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**Being Imaginative and Expressive**

**Role play will be available for children to use to create narrative and playout own experiences**

<ul style="list-style-type: none"> <li>• Join in with familiar songs</li> <li>• Begin to learn new songs: days of the week, welcome song, weather song</li> <li>• Use the body to make different sounds</li> <li>• Learn songs to sing at Harvest time</li> </ul>	<ul style="list-style-type: none"> <li>• Use story maps, props and puppets to retell stories</li> <li>• Add percussion whilst singing own songs</li> <li>• Learn songs for class performance</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music and make their own dances in response</li> <li>• Use imagination to pretend to be walking on the moon</li> <li>• Work together to perform familiar stories</li> <li>• Gustav Holst: Mars from 'The Planets'</li> </ul>	<ul style="list-style-type: none"> <li>• Sing call-and-response songs, echoing phrases adults sing</li> <li>• Explore musical instruments and how they can be changed when played (loud/soft, fast/slow)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a variety of music and match it to animals</li> <li>• Use story maps, props and puppets to invent and adapt stories</li> <li>• Camille Saint-Saëns: The Carnival of the Animals</li> <li>• Nikolai Rimsky-Korsakov: Flight of the Bumblebee</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music from around the world</li> <li>• Move in response to music – showing rhythm</li> <li>• Creating own music</li> <li>• Prepare for class performance and end of year celebration performing in front of an audience</li> <li>• Prokofiev: Peter and the Wolf</li> </ul>
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**Music Kapow Primary**

<p>Unit 1: Exploring Sound</p> <ul style="list-style-type: none"> <li>• Vocal sounds</li> <li>• Body sounds</li> <li>• Instrumental sounds</li> <li>• Environmental sounds</li> <li>• Nature sounds</li> </ul>	<p>Unit 2: Music and Movement</p> <ul style="list-style-type: none"> <li>• Action songs</li> <li>• Finding the beat</li> <li>• Exploring tempo</li> <li>• Exploring tempo and pitch through dance</li> <li>• Music and movement performance</li> </ul>	<p>Unit 3: Musical Stories</p> <ul style="list-style-type: none"> <li>• Moving to music</li> <li>• Using music to represent characters</li> <li>• Story telling with actions</li> <li>• Using instruments to represent actions</li> <li>• Musical story composition</li> <li>• Musical story performance</li> </ul>	<p>Unit 4: Big band</p> <ul style="list-style-type: none"> <li>• What makes an instrument?</li> <li>• Introduction to orchestra</li> <li>• Follow the beat</li> <li>• Tuned and untuned instruments</li> <li>• Big band performance</li> </ul>
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