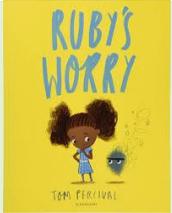
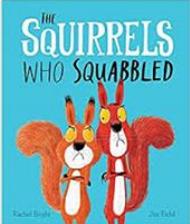
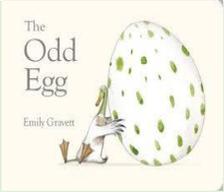
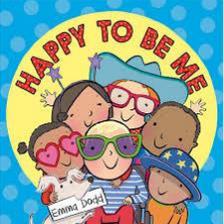


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 and KS2	Rebellion	Our planet	Discoveries	Great Britain	Us	Us
Reception	Pirates	Seasonal changes	Toys and games	Holidays	You, Me, and Everyone	You, Me, and Everyone
key moments (These will be added to throughout the year)	Transition Getting to know you Autumn Harvest Birthdays	Autumn & Winter Remembrance Day Diwali World Space Week Guy Fawkes, Bonfire Night Nativity Christmas Santa Visit	Valentine's Day Pancake Day Chinese New Year	Food tasting – different cultures World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt	Visit the dentist Father's Day Eid	Transition Healthy Eating Week Farm trip? World Environment Day Sports Day
Books to Supplement Learning (Not limited to)	The night pirates The colour Monster Have you filled a bucket today? Pirates love underpants 10 little pirates Captain Firebeard's school for pirates My Granny is a Pirate	Lila and the secret of rain Tree - seasons come and seasons go First facts seasons (NF) Bringing the rain to Kapiti plain Rama and Sita The Jolly Christmas Postman Christmas Stories The shepherd who could not sing	Traction Man This Rabbit belongs to Emily Browne Dogger Lost in the toy Museum Toys in space Toys and games (NF)	What the ladybird heard at the seaside Stanley's stick Winnie at the seaside Sharing shell Clem and crab	Super-duper you Funny bones Can I grow another me? Titch Once there were giants Look out how we use our senses	Only one you Hair love Your heart and lungs (NF) Your fantastic, elastic brain
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts						

	Use new vocabulary through the day. Learn rhymes, poems, and songs.					
Book talk texts	The Rainbow fish Perfectly Norman Stick man	Room on the broom Aliens love underpants Ruby's worry	Lost and found Burglar bill Supertato	George and the Dragon Billy's bucket A little bit brave	Farmer duck Anna Hibiscus' song Slow samson	A giant jam sandwich Tiddler Six dinner Sid
PSED	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
ELG PSED: Self-Regulation	I can talk about my feelings and those of someone else I can follow the rules in my class to keep safe I can follow instructions, even when I am doing something else I can take turns and wait for what I need I can listen and respond appropriately					
ELG PSED: Managing self	I can explain the reasons for rules, know right from wrong and try to behave accordingly. I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
ELG PSED: Building Relationships	I can form positive attachments with adults and peers I can work and play cooperatively and take turns with others. I am sensitive to my own needs and those of others.					
PSED - Jigsaw	Being Me in My World Children will learn about boundaries within class and school. They will develop relationships with their peers and adults. Children will learn to take turns and share with others. They will be introduced to the 'Golden Rules' and understand the role they play within school to help follow them.	Celebrating Difference Children will begin to understand that their needs cannot always be met instantly and that they will need to be patient and kind to others. They will see that relationships involve teamwork where they will learn about the feelings of others and how one's own actions can affect other people in the classroom and school and beyond.	Dreams and Goals Children will develop their confidence and begin to break out of their comfort zones. They will initiate conversations with their peers and adults; they will keep play going with other children and invite others to join in. Children will begin to think about how to best solve conflicts with their peers. They will continue to demonstrate good	Healthy Me Children will become more aware of their own feelings as well as others. They will consider how their actions not only affect themselves but other people. They will consider how in different environments and with the use of various equipment how they can keep themselves and others safe.	Relationships Children will display skills in independence and positive friendships. They will be firmly aware of the boundaries and expectations within class and school and beyond. They will be able to openly talk about their feelings and what they like and dislike with others in a group.	Changing Me Children will be able negotiate with their peers in situations that may initially have caused conflict. They will be able to talk in front of the class with confidence. They will be able to think and talk about their next step in their school journey: Reception to Year 1. They will be able to share their thoughts and concerns with this transition.

			manners and politeness where appropriate.			
<p>British Values Opportunities to discuss will happen throughout the year they will also thread through assemblies, Circle time, class discussions, story times and PSED</p>	<p><u>Rule of law</u> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><u>Mutual Respect</u> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><u>Mutual Tolerance</u> Everyone is valued; all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><u>Democracy</u> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><u>Individual liberty</u> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><u>Recap all British Values</u> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>PSED Diversity No outsider texts</p>	 <p>To make friends with somebody new</p>	 <p>To know what to do with a worry</p>	 <p>Friendship cooperation</p>	 <p>Overcoming fear</p>	 <p>To understand what makes someone proud</p>	 <p>Self - esteem</p>
<p>PD</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

	<p>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.</p> <p>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, tweezers, chopsticks, tools, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
<p>PD Real PE plus Yoga every other term</p>	<p>Coordination Foot work Staic balance One leg Personal Follow intructions and practise safely Work on simple tasks with help</p>	<p>Dynmaic balance to agility Jumping and landing Static balance Seated Social Play with others, take turns Yoga</p>	<p>Dynamic balance On a line Static balance Stance Cognitive Follow simple instructions</p>	<p>Coordination Ball skills Counter balance With a partner Creative Observe and copy others Yoga</p>	<p>Coordination Sending and receiving Agility Reaction and response Physical Move confidently in dofferent ways</p>	<p>Coordination sending and receiving Agility reation and resonse Move confidently in different ways Yoga</p>
<p>English</p>	<p>Practising writing their names. Recognising words with the same initial sound. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Beginning to form some letters accurately</p>	<p>Continuing to learn letter formation. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Writing CVC words by identifying the sounds. Continuing a rhyming string. Writing short simple sentences. Introducing capital letters and full stops.</p>	<p>Forming lower-case and capital letters correctly. Giving meanings to marks that they make. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Introducing adjectives and using them to describe pictures.</p>	<p>Forming lower-case and capital letters correctly. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Extending sentences using HFW and adjectives. Rereading what they have written. Introducing conjunctions.</p>	<p>Writing recognisable letters. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop. Extending sentences using HFW, adjectives and conjunctions. Rereading what they have written to check that it makes sense</p>	<p>Writing recognisable letters. Spelling words by identifying sounds in them and representing the sounds with letters. Writing simple phrases and sentences using a capital letter and full stop, which can be read by others. Extending their sentences using HFW, adjectives and conjunctions. Writing rhyming sentences.</p>
<p>RWI</p>	<p>Read Write Inc: Group A Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment</p>	<p>Read Write Inc: Group B Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and</p>	<p>Read Write Inc: Group C Consolidate skills as in Autumn 2. Recognise digraphs -sh, ch, th, qu, ng, nk consonant endings – ck, ll, ff etc Blend and</p>	<p>Read Write Inc: Ditty Consolidate Set 1 sounds. Know high-frequency common words (the, to, no, go, I). Write graphemes and digraphs</p>	<p>Read Write Inc: Red Ditty Consolidate set 1 sounds. Begin to know ay, ee, igh, oo. Consolidate previous tricky words. Begin to read tricky words he, she,</p>	<p>Read Write Inc: Green Begin to learn set 2 sounds Read CVCC words Know adjacent consonants – st, sp etc Read tricky words you,</p>

	simple words. Reading: Hear general sound discrimination and be able to orally blend and segment.	CVC words. Orally segment for VC and CVC words for spelling Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	segment known sounds for reading and spelling VC, CVC. Challenge CVCC Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	when they hear them, using a sound mat or sound wall for support if needed Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter – sound correspondences. Read a few common exception words matched to the school’s phonic programme.	we, me, be, said, of, was, my, by. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words.	your and all. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling Write longer sentences using phonic knowledge, write digraphs and trigraph Reading- Consolidation from previous half term Re-read what they have written to check that it makes sense.
Reading	Whole Class guided Reading Learning to hold a book correctly and we read from left to right, top to bottom. Reading individual letters by saying the sounds for them. Hearing initial sounds in words. Blending sounds in CVC words. Reading simple phrases and sentences. Engaging in conversations about stories and reading a range of books in the environment.		Whole Class Guided Reading Blending sounds in CVC and CVCC/CCVC words. Reading simple phrases and sentences, and a few common exception words. Re-reading books to build up their confidence in word reading and fluency. Enjoying reading a range of books in the environment.		Whole Class Guided Reading Knowing the sounds for each letter in the alphabet and 10 digraphs. Reading simple sentences and words consistent with their phonic knowledge. Anticipating key events in stories. Demonstrating an understanding of what has been read to them by retelling stories and using newly learnt vocabulary.	
Maths Number sense	Baseline assessments counting Introduce Numicon Non- Number Spatial reasoning Construction and 3D shapes	Non-Number Spatial reasoning 2D shapes and shape puzzles Number subitising quantities to 5 Book 3: Subitising 1-4	Non-Number Pattern Number Enumerating between 6 and 10 Book 5: subitising 6-10	Non-Number Spatial reasoning Symmetry (including shape puzzles and construction) Partitioning 2, 3, 4, 5 and 10 and (number bonds for these number	Non-Number Measures Composition of 6-9 and comparison of numbers to 10 Book 11 Composition of 609 Book 12	Patterns in number Book 13 Patterns odds and evens Patterns in doubles Equal distribution Non – Number Pattern Spatial reasoning

	<p>Number: subitising quantities to 3 Book 1 – subitising 1-2 Book 2 – subitising 1-3 <u>Numberblocks</u> Series 1 - 1-15 one to five</p>	<p>Book 4 : subitising 1-5 Book 4 Subitising 1-5 (ten frames) <u>Numberblocks</u> Series 1 - 1-15 one to five Addition and subtraction of numbers to 5 • Number bonds to 5</p>	<p>counting out up to 10 items from a collection <u>Numberblocks</u> series 2 episodes 1-15 six to ten Unitising concept of one group of ten. Ten is both ten units of one and one unit of ten. they are equivalent. Notice that the gridlines marking ten disappear to mark the fact that this is one ten. More about one to ten Subtracting 1 from a number. The subtraction sign. Notice the triangular number pattern in the initial picture of the ten bottles. The concept of equal groupings (precursor to factors)</p>	<p>Books 6 and 7 Partitioning 2 and 3 Book 8 Partitioning 4 Book 9 Partitioning 5 Book 10 partitioning 10 <u>Numberblocks</u> Series 3 episodes 1-15 Equivalence: 6 references quantities that are the same eg: $6 = 3 + 3$. This is important to the understanding of the equals sign. Repeated addition. This lays the foundation for multiplication eg: $6 = 2 + 2 + 2$ Factors of 6: Lays foundation for partitioning into equal groups. Doubling of 1,2,4 to make 2,4 and 8 and then halving of the doubles to give the factors 1,2,4 and 8. Combining to double Partitioning to halve Inverse relationships. Nine is partitioned into three threes and then recombines. Doing and undoing Because 9 can be partitioned into 3 threes, he is a square number.</p>	<p>Comparing numbers to 10 <u>Numberblocks</u> Series 3 episodes 16-30 Eleven to fifteen Use the language of first, then and now. Partition and recombine in different ways. Recognising the teens are 10 and something. Double trouble</p>	<p>Maps and plans Measures <u>Numberblocks</u> Series 4 Episodes 1-15 Sixteen to twenty Length: Use the correct language of tall, short, narrow, wide, long, height, length, width. Weight: Use the correct language of comparison: light, lighter, lightest, heavy, heavier, heaviest. Capacity: Use the correct language of comparison: full fuller, empty, half full, nearly full, tall, thin, narrow, wide, shallow. Missing Numbers: Counting and adding on to find what's missing.</p>
<p>UTW / PSED RE</p>	<p>Why is the word 'God' so important to Christians?</p>	<p>Why do Christians perform nativity plays at Christmas?</p>	<p>How can we help others when they need it?</p>	<p>Why do Christians put a cross in an Easter Garden?</p>	<p>What makes every single person unique and precious?</p>	<p>How can we care for our wonderful world?</p>

<p>UTW</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
<p>Topic UTW (Geography, History and Science)</p>	<p>Pirates Geography- Pupils will create treasure maps and use directional vocabulary. They will learn about a compass and how important it was for pirates to navigate the seas. History – Pupils will find out about the history of pirates. The Pupils will discover how Pirates would have navigated the seas compared to today. Science- Pupils will experiment with floating and sinking. They will learn about what it meant to be a pirate and what they may have eaten on the pirate ship. They will experiment with different materials to make boats and sails for a pirate boat.</p>	<p>Seasons Geography - Pupils will learn about seasonal changes and be able to discuss them using the correct tense. They will observe and discuss the weather. The pupils will compare their own immediate environment to that of another based on interests History- Pupils will learn about seasonal changes and be able to discuss them using the correct tense. Pupils will discover the history of a weather forecast. How did people predict the weather in the past? Science- They will make observations of the weather during different seasons explain why some things occur and talk about changes. They will learn about the sun and the moon and the differences between day and night. The pupils will experiment with different materials for clothing in different seasons. They will explore the prisms of rainbows</p>	<p>Toys and games Geography- The pupils will learn about different toys from around the world. History - Pupils learn about how toys have developed through the ages. They will compare their construction and manufacture. They will use suitable vocabulary to describe toys their grandparents may have played with and those they play with themselves. They will question older family members about their play and favourite pastimes. Science - To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,</p>	<p>Holidays Geography- Pupils will use an atlas to plot where they have all been on holiday. They will learn about the furthest distance anyone may have travelled. Pupils will ask family members where they have lived or where they have travelled to. They will then explore those countries and their environments. History- Pupils will compare different holiday destinations from different time periods. They will talk to their parents and grandparents about their holidays and how they may differ from now. Pupils will be able to discuss the differences between old black and white photographs or videos of holidays and colour. Science- The pupils will investigate sand and the differences between wet sand and dry sand. They will describe the simple physical properties of a variety of everyday materials- beach items. They will distinguish between an object and its material- sorting activity beach items. They will identify and name a variety of common animals found at the beach</p>	<p>You, Me and Everyone Geography- Building on the previous topics the pupils will look at different locations around the globe and explore its environment and compare it to theirs. The pupils will explore google earth and we will find each of their houses. They will also learn about their school environment and compare it to that of a city or a town. History- Pupils will find out about their own family and those of others. They will learn about family trees and about my family in the past. They will join in with their family customs and traditions. They will learn about the family traditions and customs of others. Science- The pupils will learn about keeping healthy. Why a healthy diet that includes exercise is good for us. They will find out and discuss ways to keep safe and healthy. The pupils will create healthy meals and take part in cooking activities learning about the changes of states for some of the ingredients. The pupils will help to plant vegetables and flowers, and they will observe the changes. They will learn about how they have changed since they were a baby.</p>	

			brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	including fish, amphibians, reptiles, birds and mammals.		
Forest school activities These activities are subject to change based the children's interest	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
	Forest school rules and an introduction to the sites Seasonal walk Autumn Art Blackberry picking and painting Tool use- Bow saw Tree cookies (D&T) Den building for a woodland animal Crazy clay creatures Leaf rubbing Gardening Minibeast spotting Stick reindeers Charcoal winter inspired pictures Magic potions Leaf necklaces and leaf crowns Maps - Treasure hunt (pirate link term 1) Make your name out of sticks Bird watching Consider biodiversity of our forest school area in this season Children's choice	Seasonal walk Camp fire – with a snack and story Gardening – looking after our garden Minibeast spotting Puddle splashing Tree climbing Clay faces Tool use - Stick whittling (D&T) Looking after animals in the winter Bird food Log dogs (D&T) Den building for a team of 4 (D&T) Ice sculptures Bird watching Make a number line using natural materials Seed balls Easter trail Consider biodiversity of our forest school area in this season Children's choice Hedgehog home	Seasonal walk – look for signs of summer Gardening – looking after our garden Cook outdoors Climb a tree Minibeast spotting Cobweb weaving with the trees Knots – picture frame I am not a stick Musical forest school Seed dispersal Build a raft (D&T) Cloud gazing Bird watching Tool use – whittling a wand or stick for a potion or make food sticks for cooking and eating Self portrait out of natural objects Nature detective Consider biodiversity of our forest school area in this season Stone stacking sculptures Children's choice			
Focus EAD	Creating with Materials Loose parts	Creating with Materials Collage	Creating with Materials Patterns and Printing	Creating with Materials Colour mixing	Creating with Materials Sculpture	Creating with Materials Painting
	Explore and play with a wide range of media and materials. Begin to mix colour, use different	Children will know how to make 2D collages. Children will explore and	Children will know how to mould clay. Children will explore patterns and repeating shapes for	African art- selecting colours and media. Aboriginal art- explore colour and dotting	Children will explore different media to create sculpture using, recycled, natural or man-made	Children will know how to make different shades of the same colour. Children

	resources and materials to make models for stories we have read. Create self- portraits, children to select tools and materials.	create simple collages in the style of Alma Thomas. Collage of seasons texture materials to create art.	printing. Experiment with printing use a range of objects Design and make a toy a superhero cape and mask.	techniques. Use salt dough/ clay Direct observational art- sketches/ painting of spring growth	materials. Observational artwork/ sketches/ painting of spring growth/ summer plants and flowers.	will know how to use and mix watercolour paints. Artwork linked with Eric Carle.
Key Artists	Hannah Bullen-Ryner	Hannah Bullen-Ryner	Roy Lichenstein/ Andy Warhol (pop art to match Topic)	Georgia O'Keefe/ Rousseau	Saloua Choucair,	Van Gogh
	- outdoors - Artwork inspired by Gustav Klimt and Andy Goldsworthy over the year					
Key Celebrations/ events Additional EAD opportunities	Seasonal art: Autumn Topic art: pirates	Diwali Firework art Remembrance Christmas decorations/ Christmas crafts/ calendar	Seasonal art: Winter Chinese New Year Valentine's Day	Seasonal art: Spring Mother's Day crafts. Easter Crafts	St George's Day Islamic Art- Eid	Seasonal art Summer Father's Day Crafts
EAD	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
EAD Music Charanga	Me • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and	My stories • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and	Everyone • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and	Our World • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and	Big Bear Funk • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices	Reflect, Rewind, replay. • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices

	perform the learning that has taken place	perform the learning that has taken place	perform the learning that has taken place	perform the learning that has taken place	and instruments • Riff-based composition • Share and perform the learning that has taken place	and instruments • Revisit Nursery and action rhymes previously learned • Riff-based composition • Share and perform the learning that has taken place
ICT Mini Mash	Computer Discovery Mouse and Keyboard Skills – Part 1 Mini mash EAD Mash cams pirate	Mouse and Keyboard Skills – Part 2 Early Digital Music – Part 1 2beat	Early Digital Music – Part 2 - 2 explore music E-Safety	Digital Literacy and Numeracy Digital Photos and Video iPad	Digital Art and Design Mini mash EAD	Early Programming Bee bots and mini mash