















Christ Church Primary School Long Term EYFS Planning


Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year One English Curriculum</p> <p>linked learning opportunities</p>	<p>English: Handa's Surprise</p>  <p>PSHE: Me and my relationships</p> <p>Science: Animals incl Humans- Ourselves</p> <p>History: All about me</p> <p>Computing; Online world</p>	<p>English- Perfectly Norman by Tom Percival</p>   <p>Poetry Performance – Zim Zam Zoom: Zappy Poems to Read Out Loud by James Carte</p> <p>PSHE: My healthy lifestyle</p> <p>Science: seasonal change</p> <p>Geography: animals and their habitats</p> <p>DT: free standing structures -chairs</p>	<p>English: Jack and the Jellybean Stalk by Rachael Mortimer</p>   <p>Amelia Earhart: Little People, Big Dreams</p> <p>PSHE: keeping myself safe</p> <p>Science: Holiday</p> <p>Computing: digital literacy</p> <p>Art: drawing Pablo Picasso</p>	<p>English: Grandad's Island by Benji Davies</p>   <p>Wanna Iguana by Karen Kaufman Orlof</p> <p>PSHE: growing and changing</p> <p>Science: birds and animals</p> <p>History: Great inventions –trains</p> <p>Art: Sculpture – Miina Akkijyrkka</p> <p>DT: healthy and varied diet</p>	<p>English: Iris and Isaac by Catherine Raynor</p>   <p>Chocolate Cake by Michael Rosen</p> <p>PSHE: becoming an active citizen</p> <p>Science: retrieval/EYFS link</p> <p>Geography: Barnaby bear investigates the UK</p> <p>Computing: Algorithms and programming</p>	<p>English: – The Train Ride by June Crebbin</p>   <p>If Sharks Disappeared by Lily Williams</p> <p>PSHE: me and my future</p> <p>Science: plants and animals our local area</p> <p>History: Queen Elizabeth 11</p> <p>Art: Digital art Andy Goldsworthy</p>
<p>EYFS Possible Themes/Interests/Lines of Enquiry</p> 	<p>All about me</p> <p>Autumn</p> <p>Family</p> <p>Diwali</p> <p>Maps</p> <p>Celebrations</p> <p>Harvest festival</p> <p>Drawing club</p>	<p>Seasons</p> <p>Remembrance Day</p> <p>nativity</p> <p>Eid</p> <p>Bonfire Night</p> <p>Christmas/Father Christmas story</p> <p>Christmas around the world</p> <p>Children in Need</p>	<p>Winter</p> <p>Chinese New Year</p> <p>Valentine's day</p> <p>Wear red for selfa</p> <p>Road safety</p> <p>Transport - aeroplanes</p> <p>Churches/mosque – visit</p> <p>Seasonal clothing</p>	<p>Spring</p> <p>Pancake Day</p> <p>Easter</p> <p>Daffodils</p> <p>Mothers' day</p> <p>Transport – trains</p> <p>Growing cress/vegetables</p> <p>Music festival performance</p> <p>Maps</p>	<p>Summer</p> <p>Keeping ourselves safe in the sun</p> <p>Hot and cold places</p> <p>Life cycles – Frog/butterfly</p> <p>Maps</p> <p>Planting/Gardening</p>	<p>Summer holidays</p> <p>Keeping ourselves safe in the sun</p> <p>Under the sea</p> <p>Palaces and castles</p> <p>Growing</p> <p>Plants cycle</p> <p>Transitions to Year 1</p>
<p>Communication and Language</p> 	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p>Understand 'why' questions.</p>	<p>Listen in familiar & new situations.</p> <p>Engage in story times.</p> <p>Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow instructions with 2 parts in a familiar situation.</p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books.</p> <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition</p>



	Use sentences 4-6 words. Use talk to organise play.	Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Begin to recount past events.	Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
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Learn new vocabulary in different contexts **Listen carefully to rhymes and songs, paying attention to how they sound.** **Use new vocabulary in different contexts**

Use new vocabulary through the day to build familiarity and understanding. **Learn rhymes, poems, and songs.** **Listen to and talk about stories**

Personal, Social and Emotional Development Self-regulation 	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
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Religious Education 	Who is a Christian and what do they believe? NYCC 1:1	Why do Christians perform Nativity plays at Christmas? NYCC F1	Which places are special and why? NYCC F3 and discovery RE F1/2 summer 2	Why do Christians put a cross in the Easter garden? UC F3	How can we help others when they need it? UC F3 digging deeper	How can we care for our wonderful world? UC F1 digging deeper
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<p>Physical Development</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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Combine different movements with ease and fluency</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>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</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, 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>Literacy</p> 	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less</p>

Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Play influenced by experience of books
Innovate a well-known story with support.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

familiar words and phrases in a story that is read aloud to them.

Literacy



Word Reading: Hear general sound discrimination and be able to orally blend and segment.

Word 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. Read a few common exception words matched to the school's phonic programme.

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Word 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.

Word 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.

Word Reading: Read some tricky words e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

Phonics



Know grapheme phoneme correspondence of the first 12 letters
Know high-frequency common words (I, the, go, to, no, into).

Blend with known letters for reading VC and CVC words.
Orally segment for VC and CVC words for spelling

Know grapheme phoneme correspondence of the next 10 letters
Double consonant letters
Two syllable words
Know high-frequency common words (I, the, go, to, no, into).

Blend with known letters for reading VC and CVC words.
Orally segment for VC and CVC words for spelling

Know grapheme phoneme correspondence of the next 8 letters
Know high frequency common words (he, she, we, me, be, was, my, you, her, they, all, are)

Know grapheme phoneme correspondence of the next 10 letters (digraphs)
Know high frequency common words ((he, she, we, me, be, was, my, you, her, they, all, are)

Know grapheme phoneme correspondence of the next 9 letters (digraphs and trigraphs)
Know high frequency common words (some, one, said, come, do, so, were, when, have, there, out, like, little, what)

Know grapheme phoneme correspondence of the next 8 letters (digraphs, split digraphs)
Know high frequency common words (some, one, said, come, do, so, were, when, have, there, out, like, little, what)

Literacy



Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

Composition: Use talk to organise describe events and experiences.

Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.

Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.



Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.

Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.

Emergent writing: Use appropriate letters for initial sounds.

Composition: Orally compose a sentence and hold it in memory before attempting to write it.

Spelling: Spell to write VC and CVC words independently using taught graphemes.

Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Emergent writing: Build words using letter sounds in writing.

Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.
Spelling: Spell to write VC, CVC and CVCC words independently using Phase taught graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.

Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Composition: Write a simple sentence with a full stop.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Include spaces between words.

Emergent writing: Show awareness of the different audience for writing.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop


Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.
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<p>Mathematics</p> 	<p>Count objects, actions, and sounds. Subitise</p> <p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="1"> <tr> <td>Representing 1,2,3</td> <td>Representing 4,5</td> </tr> <tr> <td>Comparing 1,2,3</td> <td>Comparing 4,5</td> </tr> <tr> <td>Composition of 1,2,3</td> <td>Composition of 4,5</td> </tr> <tr> <td>Formation of 1,2,3</td> <td>Formation of 4,5</td> </tr> <tr> <td>Circles and triangles</td> <td>One more and less</td> </tr> <tr> <td>Positional language</td> <td>Shapes with 4 sides. Time</td> </tr> </table>	Representing 1,2,3	Representing 4,5	Comparing 1,2,3	Comparing 4,5	Composition of 1,2,3	Composition of 4,5	Formation of 1,2,3	Formation of 4,5	Circles and triangles	One more and less	Positional language	Shapes with 4 sides. Time	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="1"> <tr> <td>Introducing zero</td> <td>Number 6, 7, 8</td> </tr> <tr> <td>Comparing numbers to 5</td> <td>Making pairs, pairs wise, doubles</td> </tr> <tr> <td>Composition of 5</td> <td>Combining 2 groups</td> </tr> <tr> <td>Comparing Mass</td> <td>Length, height.</td> </tr> <tr> <td>Comparing Capacity</td> <td>Time</td> </tr> </table>	Introducing zero	Number 6, 7, 8	Comparing numbers to 5	Making pairs, pairs wise, doubles	Composition of 5	Combining 2 groups	Comparing Mass	Length, height.	Comparing Capacity	Time	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Numbers 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shapes Pattern.</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <p>To 20 and beyond—subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <table border="1"> <tr> <td>Adding more</td> <td>Doubling</td> </tr> <tr> <td>Taking away</td> <td>Sharing and grouping</td> </tr> <tr> <td>Number bonds</td> <td>Even and odd</td> </tr> <tr> <td>Shape – spatial reasoning and mapping</td> <td>Patterns and relationships</td> </tr> </table>	Adding more	Doubling	Taking away	Sharing and grouping	Number bonds	Even and odd	Shape – spatial reasoning and mapping	Patterns and relationships
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<p>Ongoing throughout the year</p>	<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers shapes within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p>	<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other</p>		<p>Continue, copy, and create repeating patterns.</p>																																

<p>Understanding the World</p>	<p>Chronology: Talk about members of their</p>	<p>Chronology: use the language of time when talking about past/present</p>	<p>Chronology: Visually represent their own day on a simple timeline</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p>	<p>Chronology: Order experiences in relation to</p>
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immediate family and the relationship to them. Name and describe people who are familiar to them.

Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

events in their own lives and in the lives of others including people they have learnt about through books.

Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.

Comment on images of familiar situations in the past.

(correspond with number 7 work, days of the week)

creating a personal timeline.

Enquiry: Find out about a key historical event

Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

themselves and others, including stories.

Enquiry: Find out about a key historical figure

Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able **to compare and contrast characters from stories throughout the year, including figures from the past.** Using Little People, Big Dreams books.

Respect: Themselves, special things in their own lives.

Talk about and describe features of their own family, talk about families in other countries across the world.

Respect: Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)

Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Respect: Understand that some places are special to members of their community.

Respect: Animals and know how to care for an animal/pets

Mapping: Talk about the features of their immediate environment with visual representations e.g.,

Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

Mapping: Draw information from a simple map and identify landmarks of our local area walk.

Mapping: Complete a simple BeeBot program using a grid map or carpet squares.

Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a

Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)

classroom maps, school map, seating maps, outdoor area map and read commons signs and logos.

Identify on a map - Recognise some environments that are different to the one in which they live e.g. The seaside.

Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school and the town centre

specific direction using terms up, down, side.

Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.

Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Understand the key features of the life cycle of a plant or animal

Communication: Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**

Observation: **Explore the natural world around them.** Understand the need to respect and care for the natural environment and all living things. Observational drawing.

Expressive Arts and Design

Creative area in continuous provision
Portrait skills – drawing themselves, observational work

MUSIC THIS TERM

Combining pulse, rhythm and pitch

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song

Creative area in continuous provision

Artist study: Pablo Picasso

I'm A Little Teapot
The Grand Old Duke of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult
The ABC Song

Patterns and rhythm games
Beat fast/slow
Loud/ quiet

Creative area in continuous provision

DT – Chairs for 3 bears

MUSIC THIS TERM
having fun with improvisation

Creative area in continuous provision

Artist study– Miina Akkijyrkka

Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Creative area in continuous provision

MUSIC THIS TERM
Explore sound and create a story

Creative area in continuous provision

Artist study: Andy Goldsworthy

Baa, Baa Black Sheep
Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat



Things for Fingers

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. Singing – well known nursery rhymes, familiar songs and chants.