










EYFS Curriculum Knowledge 2023-2024

 <p>Hintlesham and Chattisham CofE Primary School</p> <p>EYFS-Ruby Class</p>	<p>Autumn 1 All About Me, My Wishes and Dreams</p> 	<p>Autumn 2 Celebrations and Festivals-A World of Colour</p> 	<p>Spring 1 Superheroes/ People Who Help Us</p> 	<p>Spring 2 Once Upon a Time, Spring and Easter</p> 	<p>Summer 1 Growing, Lifecycles and In the Garden</p> 	<p>Summer 2 Oh I Do Like to be Beside the Seaside!</p> 	
<p>POSSIBLE KEY STORIES/TEXTS (+Drawing Club books)</p>	<p>The Colour Monster Super Duper You Elmer Peepo Handa's Surprise After the Storm Pumpkin Soup</p>	<p>Diwali / Guy Fawkes (non-fiction) Kipper's Birthday Day Monkey/ Night Monkey Stickman Nativity Story</p>	<p>Winter-non-fiction George Saves the World by Lunchtime Traction Man Chinese New Year People Who Help Us: non-fiction</p>	<p>Mr Wolf's Pancakes Look Up! Whatever Next! The Darkest Dark Aliens Love Underpants Easter Story Goldilocks/Gingerbread Man</p>	<p>Jasper's Beanstalk Jack and the Beanstalk The Very Hungry Caterpillar Oliver's Vegetables What the Ladybird Heard</p>	<p>What the Ladybird Heard at the Seaside The Snail and the Whale The Singing Mermaid Night Pirates Fish (plastic pollution)</p>	

EARLY LEARNING GOALS

 <p>COMMUNICATION AND LANGUAGE</p> <ul style="list-style-type: none"> Listening and Attention Speaking <p>Reception 'sticky knowledge'</p>	<p>I can understand how to listen carefully and why listening is important.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I am beginning to develop social phrases.</p> <p>I know different ways to engage in story times.</p> <p>I can recite familiar rhymes, poems and songs.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can describe events in some detail.</p> <p>I can learn and use new vocabulary.</p>	<p>I know how to ask questions to find out more and to check they understand what has been said to them.</p> <p>I know how to articulate their ideas and thoughts in well-formed sentences.</p> <p>I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>I can retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>I know how to use new vocabulary in different contexts.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know how to engage in non-fiction books.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>I know how to engage in non-fiction books. – use contents page to find information about a minibeast.</p> <p>I can talk about what I have found out.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can use minibeast or ocean life specific vocabulary.</p> <p>I know how to describe events in some detail – our visit from the creepy crawly roadshow and our trip to the seaside.</p> <p>I know how to sequence events using talk.</p> <p>I know how to use talk to help work out problems and organise thinking and activities.</p> <p>I can explain how things work and why they might happen. – make predictions.</p> <p>I know how to use new vocabulary in different contexts independently.</p>	<p>Listening and Understanding</p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking.</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*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.</p>

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<p>Links to KS1 readiness</p>	<p>Listening Skills To listen to others in a range of situations and usually respond appropriately. Following Instruction To understand instructions with more than one point in many situations.</p> <p>Asking and Answering Questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>Drama, performance and confidence To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.</p>				<p>Vocabulary building and standard English To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p> <p>Speaking for a range of purposes To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.</p> <p>Participation in a range of discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>		
 <p>LITERACY</p> <ul style="list-style-type: none"> • RWInc phonics • Reading 	<p>After the completion of Baseline...</p> <p>Teach Set 1 single sounds (3 per week) and oral blending</p> <p>Daily speed sound lesson of 10 minutes followed by word time lessons</p> <p>Expected reading book level by the end of the half term: Sound blending books</p>	<p>Set 1/Set 1 additional sounds</p> <p>Continue to teach Set 1 single sounds</p> <p>Teach Set 1 special friend sounds</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading lessons (in ability groups)</p> <p>Expected reading book level by the end of the term: Ditty</p>	<p>Set 1 additional sounds/Set 2</p> <p>Continue to teach Set 1 special friend sounds and additional sounds</p> <p>Teach Set 2 sounds (when on green books)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading lessons (in ability groups)</p> <p>Expected reading book level by the end of the half term: Ditty/red</p>	<p>Set 2</p> <p>Continue teaching Set 1 additional sounds</p> <p>Teach Set 2 sounds (when on green books)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the term: Red/green</p>	<p>Set 2/Set 2 additional sounds/Set 3</p> <p>Teach/review Set 2 sounds (3 per week)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the half term: Green</p>	<p>Set 2 additional sounds/Set 3</p> <p>Review all Set 2 sounds (3 per week)</p> <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the term: Green/purple</p>	<p>By the end of Reception, children can read all Set 1 and Set 2 sounds in words, including words with consonant blends. They have built speed of reading for some of these words and can read them without hesitation.</p>
<p>Reception 'sticky knowledge'</p>	<p>I know the sounds that the taught letters make.</p> <p>I know what the taught letters looks like.</p>	<p>I know the sounds that the taught letters make.</p> <p>I know what the taught letters looks like.</p> <p>I recognise taught red words in text.</p>	<p>I know the sounds that the taught letters make.</p> <p>I recognise taught red words in text.</p>	<p>I know what the taught special friends look like.</p> <p>I recognise taught red words in text.</p>	<p>I know what the taught special friends look like.</p> <p>I recognise taught red words in text.</p>	<p>I know the sound that the taught special friends make.</p> <p>I know what the taught special friends look like.</p> <p>I recognise taught red words in text.</p>	<p>Word Reading.</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<p>Learning to Read</p> <ul style="list-style-type: none"> • Developing phonemic knowledge through RWInc phonics and other phonic opportunities. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. • Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. 		<p>Reading to Learn</p> <ul style="list-style-type: none"> • Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn. 		<p>Reading for Enjoyment</p> <ul style="list-style-type: none"> • Routinely accessing picture books and stories • Listening to others expressively tell stories. • Learning that stories and books can put them in imaginary worlds full of adventure and excitement. 		

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	<ul style="list-style-type: none"> Writing 	<p>Name writing Initial sounds Final sounds Medial sounds</p> <p>Fred finger spelling (RWI)</p>	<p>Labelling-CVC, CVCC Speech bubbles</p> <p>Fred finger spelling (RWI)</p>	<p>Labels and captions Speech bubbles Write a sentence. Write an information sentence.</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	<p>Speech bubbles Captions Sentences</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	<p>Sentences</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	<p>Sentences</p> <p>Fred finger spelling and hold a sentence (RWI)</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I know that words can be written</p> <p>I know how to correctly form the taught letters.</p>	<p>I know that words can be written</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that sentences can be extended by using a connective.</p>	<p>I know that words can be written for a variety of purposes</p> <p>I know how to correctly form the taught letters.</p> <p>I know how to spell some familiar words.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that sentences can be extended by using a connective.</p>	<p>Writing. 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.</p>
	<p>Links to KS1 readiness</p>	<p>Learning to Write</p> <ul style="list-style-type: none"> Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. <p>Writing to Learn</p> <ul style="list-style-type: none"> Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. <p>Writing for Enjoyment</p> <p>Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</p>						
	<ul style="list-style-type: none"> Comprehension 	<p>Daily story time Poetry sessions RWI reading sessions Books linked to topic/theme/interests</p>	<p>Daily story time Poetry sessions RWI reading sessions Books linked to topic/theme/interests</p>	<p>Daily story time Poetry sessions RWI reading sessions Books linked to topic/theme/interests</p>				
	<p>Reception 'sticky knowledge'</p>	<p>I know how to differentiate between text and illustration.</p> <p>I know that print conveys meaning.</p> <p>I know how to hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>I know that, in English, print is read from left to right and top to bottom.</p> <p>I know how to predict the storyline e.g. ending.</p> <p>I can talk about events, setting and characters.</p> <p>I can predict storyline and some vocabulary, aided by the illustrations.</p> <p>I can retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>I know how to sequence familiar stories.</p>	<p>I can respond to questions about who, what, where, when linked to text and illustrations.</p> <p>I can sequence a simple story or event.</p> <p>I can use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>I can make predictions based on illustrations, story content and title.</p> <p>I can respond to questions about how and why something is happening.</p> <p>I can say what a character might be thinking, saying or feeling.</p>	<p>I can listen attentively to a story at the appropriate interest level.</p> <p>I can say how I feel about stories and poems.</p> <p>I can recall the main points in texts in the correct sequence.</p> <p>I can use the structure of a simple story when re-enacting and retelling.</p> <p>I can talk about the themes of simple texts, e.g. good over evil.</p> <p>I can act out a familiar story in role play.</p>			<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	

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<p>Mathematical Development-</p> <p>WRM (SSM)</p>	<p>Subitising Cardinality, ordinality and counting Composition Comparison</p>		<p>Subitising Cardinality, ordinality and counting Composition Comparison</p>		<p>Subitising Cardinality, ordinality and counting Composition Comparison</p> <p><i>Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</i></p>		<p>Number</p> <p><i>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</i></p> <p><i>*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.</i></p> <p>Numerical Patterns.</p> <p><i>*Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i></p> <p><i>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>
	<p>Just Like Me Match and Sort Compare mass, size and capacity Exploring pattern</p> <p>It's Me 1 2 3 Circles and triangles Positional language</p> <p>Light and Dark Shapes with 4 sides Time</p>		<p>Alive in 5 Compare mass Compare capacity</p> <p>Growing 6,7,8 Length and height Time</p> <p>Building 9 and 10 3D shapes Spatial awareness Patterns</p>		<p>To 20 and beyond Spatial reasoning Match, rotate, manipulate</p> <p>First, then, now Spatial reasoning</p> <p>Find my pattern Spatial reasoning Visualise and build</p> <p>On the move Patterns and relationships Spatial reasoning Mapping</p>		
<p>Reception 'sticky knowledge'</p>	<p>Subitising: <i>I can perceptually subitise within 3. I can identify sub-groups in larger arrangements. I can create my own patterns for numbers within 4. I can use my fingers to represent quantities which I can subitise. I can experience subitising in a range of contexts, including temporal patterns made by sounds.</i></p> <p>Cardinality, ordinality and counting <i>I know how to relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. I have experienced a wide range of opportunities to develop my knowledge of the counting sequence, including through rhyme and song. I have experienced a wide range of opportunities to</i></p>	<p>Subitising: <i>I can subitise within 5, perceptually and conceptually, depending on the arrangements.</i></p> <p>Cardinality, ordinality and counting <i>I know how to continue to develop my counting skills. I know how to explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. I know how to count beyond 5. I can recognise some numerals, relating these to quantities I can subitise and count.</i></p> <p>Composition <i>I know how to explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. I know how to explore the composition of numbers within 5.</i></p>	<p>Subitising <i>I can confidently subitise by continuing to explore patterns within 5, including structured and random arrangements. I can explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. I can continue to match arrangements to finger patterns.</i></p> <p>Cardinality, ordinality and counting <i>I can verbally count to 20 and beyond. I know how to develop my object counting skills, using a range of strategies to develop accuracy. I know how to link counting to cardinality, including using my fingers to represent quantities between 5 and 10. I can order numbers, linking cardinal and ordinal representations of number.</i></p>	<p>Subitising <i>I can explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</i></p> <p>Cardinality, ordinality and counting <i>I can continue to consolidate my understanding of cardinality, working with larger numbers within 10 I am becoming more familiar with the counting pattern beyond 20.</i></p> <p>Composition <i>I can explore the composition of odd and even numbers, looking at the 'shape' of these numbers I am beginning to link even numbers to doubles I am beginning to explore the composition of numbers within 10.</i></p> <p>Comparison <i>I can compare numbers, reasoning about which is</i></p>	<p>Subitising <i>I can continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns I can use my subitising skills to enable me to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number I know how to subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 I can be encouraged to identify when it is appropriate to count and when groups can be subitised.</i></p> <p>Cardinality, ordinality and counting <i>I can continue to develop my verbal counting to 20 and beyond, including counting from different starting numbers I can continue to develop my</i></p>	<p><i>I know how to consolidate my understanding of concepts previously taught through working in a variety of contexts and with different numbers.</i></p>	

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		<p>develop 1:1 correspondence, including by coordinating movement and counting. I have been given opportunities to develop an understanding that anything can be counted, including actions and sounds. I know a range of strategies which support accurate counting.</p> <p>Composition I know that all numbers can be made of 1s. I know how to compose my own collections within 4.</p> <p>Comparison I understand that sets can be compared according to a range of attributes, including by their numerosity. I can use the language of comparison, including 'more than' and 'fewer than'. I can compare sets 'just by looking'.</p>	<p>Comparison I can compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. I can compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>Composition I can continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. I can explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. I am beginning to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison I can continue to compare sets using the language of comparison. I can play games which involve comparing sets. I can continue to compare sets by matching, identifying when sets are equal. I can explore ways of making unequal sets equal.</p>	<p>more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>confidence and accuracy in both verbal and object counting.</p> <p>Composition I know how to explore the composition of 10.</p> <p>Comparison I can order sets of objects, linking this to my understanding of the ordinal number system.</p>		
		<p>Shape, Space and Measure I know how to find and match objects which are the same. I know that collections can be sorted into sets based on attributes such as colour, size or shape. I know the same collection can be sorted in different ways. I know how to come up with my own criteria for sorting. I know that objects can be compared and ordered based on their size. I can use language such as big and little, tall and short to describe a range of objects in the classroom. I can copy, continue and create my own simple repeating patterns.</p> <p>I know that circles have 1 curved side. I know that triangles have 3 straight sides. I can recognise a circle and a triangle. I can build my own circles and triangles. I know that squares and rectangles have 4 straight sides and 4 corners. I can recognise these shapes on everyday items in the classroom and outside. I can build my own squares and rectangles. I can recognise squares and rectangles in a variety of different sizes and orientations. I can spot other shapes with 4 sides.</p>	<p>Shape, Space and Measure I know how to make direct comparisons of weight-saying which one feels heaviest and checking using scales. I can use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items. I know that larger items are not always heavy and small items are not always light. I know how to show nearly full, half full, nearly empty and empty. I know how to explore capacity using different materials such as water, sand, rice and beads. I know how to make direct comparisons by pouring from one container to another. I can use the language of tall, thin, narrow, wide and shallow. I know how to make indirect comparisons by counting how many pots it takes to fill one container.</p> <p>I can use the correct language to describe length and height. I know how to use specific vocabulary relating to length (longer, shorter), height (taller, shorter) and breadth (wider, narrower). I can make direct and indirect comparisons.</p>	<p>Shape, Space and Measure I can complete jigsaws and shape puzzles. I can select and rotate shapes to fill a given space. I can explain why I chose a particular shape and why a different shape wouldn't fit. I can match arrangements of shapes and can use positional language to describe where the shapes are in relation to one another. I can select shapes to complete picture boards or tangram outlines.</p> <p>I know that shapes can be combined and separated to make new shapes. I can investigate how many different ways a given shape can be built using smaller shapes. I can explore the different shapes I can make by combining a set of shapes in different ways.</p> <p>I can replicate simple constructions, models, real places and places in stories. I know that I can look at these replications from different positions. I can use positional language to describe where objects are in relation to other items. I can play barrier games. I can follow simple verbal instructions as I build.</p>				

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		<p><i>I can talk about night and day and order key events in my daily life.</i></p> <p><i>I can use appropriate language to describe when events happen (eg. day, night, morning, afternoon, before, after, today, tomorrow).</i></p> <p><i>I know how to measure time in simple ways.</i></p>	<p><i>I can order and sequence important times in my day using language such as now, before, later, soon, after, then and next to describe when events happen.</i></p> <p><i>I can recognise that regular events happen on the same day each week and can use the vocabulary 'yesterday', 'today', and 'tomorrow' to describe when events happen.</i></p> <p><i>I can describe significant events in my life and talk about events I am looking forward to.</i></p> <p><i>I know that some processes, such as growing vegetables, take a longer time.</i></p> <p><i>I can explore and manipulate 3D shapes in my play.</i></p> <p><i>I know which 3D shapes stack and which ones roll and can explain why.</i></p> <p><i>I know the name of some 3D shapes.</i></p> <p><i>I can talk about the similarities and differences between the shapes.</i></p> <p><i>I can sort the shapes according to what I notice.</i></p> <p><i>I can explore more complex patterns which use items more than once in each repeat (for example, ABB, AAB, AABB, AA,BBB).</i></p> <p><i>I can say patterns aloud.</i></p> <p><i>I can create patterns around the edge of shapes as well as in straight lines.</i></p>	<p><i>I can explore and investigate relationships between numbers and shapes.</i></p> <p><i>I can use Cuisenaire rods, pattern blocks and the unit construction blocks to explore these relationships.</i></p> <p><i>I can copy, continue and create a widening range of repeating patterns and symmetrical constructions.</i></p> <p><i>I know that we can make maps and plans to represent places and can use them to see where things are in relation to other things.</i></p> <p><i>I can look at and discuss different maps.</i></p> <p><i>I can create my own maps to represent the models I build, familiar places and places in stories.</i></p>	
KEY VOCABULARY	<p>NUMBER AND PLACE VALUE: zero, number; zero, one, two, three... to twenty and beyond, teens numbers, one, how many? count, count up, count down, count on, count back; count in ones, twos, fives, tens, same as, more, less, few, pattern, pair, digit, ones, tens, as many as, more, larger, bigger, greater, fewer, smaller, less, most, biggest, largest, greatest, one more, ten more, one less, ten less, compare, order, size; first, second, third.... Twentieth, last, last one but, before, after, next, between</p> <p>ADDITION AND SUBTRACTION: number line, add, more, plus, make, sum, total, altogether, double, half, halve, equals, is the same (including equals sign), How many more to make...? How many more is...than...? How much more is...? subtract, take away, minus</p> <p>MULTIPLICATION AND DIVISION: odd, even, double, halve, share, share equally, group in pairs, equal groups of, divide</p> <p>MEASURE: full, half, empty, holds, container, weigh, weighs, balance, heavy, heavier, heaviest, light, lighter, lightest, scales, time, days of the week: Monday, Tuesday etc., Seasons: Spring, Summer, Autumn, Winter, Days, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, bedtime, dinnertime, playtime, today, yesterday, tomorrow, before, after, next, last, quickest, fastest, slowest, clock, once, first, second, third, estimate, too many, too few, length, height, longer, longest, shorter, shortest, taller, tallest, higher, highest, money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, How much? How many? total</p> <p>GEOMETRY (position and direction): over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, in front, behind, front, back, before, after, beside, next to, middle, up, down, forwards, backwards, sideways, close, far, through, towards, away from, side, roll, turn</p> <p>GEOMETRY (properties of shape): sort, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round, solid, corner, face, side, make, build, draw</p> <p>FRACTIONS: whole, equal, one half</p> <p>PROBLEM-SOLVING: listen, join in, say, think, imagine, remember, start from, look at, point to, put, what comes next? find, use, make, build, tell me, describe, pick out, talk about, explain, show me, read, write, tick, draw a line, ring, cost, count, work out, number line, number track, number square, number cards, counters, cubes, blocks, die, dice, dominoes, pegs, peg board, same way, different way, in order, in a different order</p>				
Links to KS1 readiness	<p>Number</p> <ul style="list-style-type: none"> ● To count confidently ● To show a deep understanding of numbers up to 10 ● To match numerals with a group of objects to show how many there are (up to 10) ● To be able to identify relationships and patterns between numbers up to 10 				

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	<ul style="list-style-type: none"> To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways To add and subtract one in practical activities <p>Measurement</p> <ul style="list-style-type: none"> To measure themselves and everyday objects using a mixture of non-standard and standard measurements To develop spatial reasoning using measures To begin to order and sequence events using everyday language related to time To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars To explore the use of different measuring tools in everyday experiences and play <p>Geometry</p> <ul style="list-style-type: none"> To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them To use spatial language, including following and giving directions, using relative terms To develop spatial reasoning with shape and space. To compose and decompose shapes, and understanding which shapes can combine together to make another shape. 						
Physical Development- PE (Get Set 4 PE)	Introduction to PE	Ball skills	Dance	Fundamentals	Games	Gymnastics	
Reception 'sticky knowledge'	<p>I know how to change direction to avoid others.</p> <p>I know how to find a space away from others.</p> <p>I know how to stop in a balanced position on my feet.</p> <p>I know how to take small steps to help me stop.</p> <p>I know how to keep the ball close.</p> <p>I know how to put the ball down and place my foot on top.</p> <p>I know how to look in the direction of travel.</p> <p>I know how to take turns in a team.</p> <p>I know how to listen to rules and instructions.</p> <p>I know to look out for others and change direction to avoid bumping into them.</p> <p>I know how to send the ball to a partner when they are looking at me.</p> <p>I know how to share the equipment.</p>	<p>I know bend low and step forwards to roll the ball.</p> <p>I know to move my feet to get in line with the ball when receiving.</p> <p>I know to point my hand towards the target.</p> <p>I know to keep my eyes on the target.</p> <p>I know how to use one hand to throw.</p> <p>I know to push the ball down as it moves to the floor.</p> <p>I know to use soft hands to push the ball.</p> <p>I know to check that my partner is looking before I pass to them.</p> <p>I know to use two hands to catch.</p> <p>I know to keep the ball close to my feet.</p> <p>I know to use soft, small touches with my feet to move the ball.</p> <p>I know to use the inside of my foot to kick the ball.</p>	<p>I know to count to 8 to help me stay in time with the music.</p> <p>I know how to use different body parts to travel on.</p> <p>I know to use clear actions to help show my character.</p> <p>I know to use big, confident actions and movements.</p> <p>I know how to use changes of direction and level in my performance.</p> <p>I know how to make big movements with my body to show clear shapes.</p> <p>I know how to use different body parts to create shapes.</p>	<p>I know how to squeeze my muscles to balance.</p> <p>I know to use wide arms to help me balance.</p> <p>I know how to bend my knees to help them stop.</p> <p>I know to keep my chest up.</p> <p>I know to take big steps to run and small steps to stop.</p> <p>I know how to bend my knees and push off in the opposite direction.</p> <p>I know to turn my body to face the new direction.</p> <p>I know to use small steps to help me change direction.</p> <p>I know to bend my knees to help me jump and land.</p> <p>I know to look straight ahead and keep my chest up.</p> <p>I know to squeeze my muscles to help balance when landing.</p> <p>I know to keep my chest up to keep me from falling forward.</p> <p>I know how to crawl using my hands and feet.</p> <p>I know how to march with high knees.</p> <p>I know how to slide using different body parts</p>	<p>I know that each time I, or my partner score a point, I need to shout it out loud to help me remember it.</p> <p>I know to point my hand towards where they want the object to go.</p> <p>I know to look for a space away from taggers.</p> <p>I know to tag gently by tapping on the arm or back.</p> <p>I know to say 'well done' to my opponents.</p> <p>I know to listen carefully to the instructions to help me understand how to play the game.</p> <p>I know to use the opposite arm to leg when running.</p> <p>I know to hit the ball in the middle of the racket.</p> <p>I know to point the racket where I want the ball to go.</p> <p>I know to clap the other teams.</p> <p>I know to encourage my team mates</p>	<p>I know how to hold shapes and balances for 5 seconds.</p> <p>I know how to squeeze my muscles when holding a shape or balance to help me to be still and strong.</p> <p>I know to bend my knees when landing.</p> <p>I know to keep my chest up so I don't fall forwards.</p> <p>I know to keep legs and feet together for a straight roll.</p> <p>I know how to stay curled up in a barrel roll.</p> <p>I know how to travel using different body parts.</p> <p>I know how to travel over, around and along apparatus.</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>


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<p>Other Gross Motor Opportunities</p>	<ul style="list-style-type: none"> • Weekly 'Wild Woods' sessions-tree climbing, hammocks, rope walkway, rope swing (see Outdoor Learning for Reception 'sticky knowledge') • Weekly gym trail session • Obstacle course-tyres, crates and wooden planks • Bike and trikes • Scooters • Basketball hoop • Balls and beanbags • Hula hoops • Balls and beanbags • Gym trail on the field • Role play-stage and music 						
<p>Fine Motor</p>	<p>Pre-letter patterns Pen Disco Pencil grip Funky Fingers activities</p>	<p>Letter formation Pen Disco Scissor skills Cutlery skills Funky Fingers activities</p>	<p>Scissor skills Cutlery skills Funky Fingers activities</p>	<p>Using tools Funky Fingers</p>	<p>Letter formation Positioning letters on a line Funky Fingers</p>	<p>Handling tools effectively Funky Fingers</p>	
<p>Reception 'sticky' knowledge</p>	<p>I know which hand to write with. I know how to hold a pencil with a tripod grip. I know how to hold scissors using the correct grip. I know how to use scissors effectively-snips and straight lines</p>	<p>I know how to make anticlockwise movement and retrace vertical lines. I know how to cut with a knife. I know how to use scissors effectively-curved line and angled line (with one direction change)</p>	<p>I know how to form letters and numbers correctly. I know how to cut with a knife. I know how to use scissors effectively-simple lines with more than one direction change</p>	<p>I know why it is important to handle different apparatus safely. I know how to form letters and numbers correctly. I know how to use scissors effectively-circles.</p>	<p>I know how to form letters and numbers correctly. I know how to use scissors effectively-complicated shapes with straight and curved lines</p>	<p>I know how to handle a range of equipment and tools effectively. I know how to form letters and numbers correctly. I know how to use scissors effectively-a range of lines and shapes</p>	<p>Fine Motor Skills *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.</p>
<p>KEY VOCABULARY</p>	<p>DANCE: marching/, timing, action, dance, perform, turning, repeat, rhythm, pathways, posture, soldier, individual, partner, control, speed, range, actions, mirror, lead, follow, gently, tip-toes, heavily, stomp, robotic</p> <p>GYMNASTICS: straight, star, tuck, control, perform, repeat, link, balance, identify, gymnastics, movement, stretch, count, copy, explore, practice, linking, travelling, start, finish, body, safely, stillness, position, remember, whole, individual</p> <p>GAMES: space, change, direction, control, safely, aim, roll, carry, throw, catch, bounce, dribble, kick, freeze, stretch, crouch, jogging, balance, slowly, backwards, forwards, receiving, sending, one-handed, two- handed, balloon, target, successfully, avoid, technique, bibs/, tails, hula hoops, quoit, equipment, passing, ball, landing, jog, jump, reverse, turn, crouch, crab, weave</p>						
<p>Links to KS1 readiness</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> • To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. • To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <p>Ball Skills</p> <ul style="list-style-type: none"> • To combine different movements with ease and fluency. • To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Games</p> <ul style="list-style-type: none"> • To negotiate space and obstacles safely, with consideration for themselves and others. <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. <p>To combine different movements with ease and fluency.</p> <p>Dance</p> <ul style="list-style-type: none"> • To use a more fluent style of moving, developing control and grace. <p>To combine different movements with ease and fluency.</p>						

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	<p>Personal, Social and Emotional Development</p>	<p>Building relationships with our teachers and friends. School and class rules. Appreciate what makes us unique. My Family. Caring friendships.</p>	<p>Being Kind. Managing feelings. Recognising others have feelings. Understanding the feelings of others. Fire safety. Friendships-Rama and Sita.</p>	<p>Setting goals for the new year. Self-confidence, trying new activities and sharing ideas. Caring for others and the environment. Health and wellbeing (including oral health)</p>	<p>Continue to express interests and opinions (Follow me Friday) Perseverance, resilience and independence.</p>	<p>Caring for the environment. Showing sensitivity. Awareness of behaviour and its consequences. Understand the importance of healthy food choices.</p>	<p>Caring for the environment. Knowing Myself-Likes and Dislikes Feeling proud and setting goals. Negotiation skills and co-operation within a group.</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I know how to describe and show friendly behaviour. I know how to taking turns with my friends. I understand the need for rules and show how I can follow them. I know the effect my behaviour has on others. I know how to encourage others to follow the rules too. I know that friendships can make me feel happy. I know some ways I can make new friends feel welcome. I know that families are all different. I know that families help each other.</p>	<p>I know the importance of saying sorry and forgiveness. I know that arguing with friends and then making up can make friendships stronger. I know ways to resolve conflicts using kind words and kind hands and feet. I know how to stay safe around fire and what to do in an emergency involving fire. I know how to be respectful about how people celebrate things in different ways. I know that friends can help each other. I can name the different emotions that I feel and understand that they can change throughout the day. I know how to work as part of a team.</p>	<p>I know that I need to work towards a simple goal. I know that sometimes I have to wait for what I want. I am confident to share my own ideas and interests. I know how to show respect to others during 'Follow me Friday' activities. I know and can talk about the different factors that support my health and well-being. I know the importance of brushing my teeth.</p>	<p>I am confident to share my own ideas and interests. I know how to show respect to others during 'Follow me Friday' activities. I know that some things can be challenging and understand the importance of not giving up. I know how to do some things without help.</p>	<p>I know how to care for caterpillars and other wildlife. I know that my actions can affect the feelings of others. I know right from wrong and that there are consequences to my actions. I can explain the reason for rules to others. I know that eating healthy food has a positive impact on my body and mind. I know which foods I should eat often and which foods I shouldn't eat so much of. I can describe a balanced meal.</p>	<p>I understand the impact of pollution and what I can do to help. I can say what I like and dislike and why. I can talk about something I have achieved over the last year that I am proud of. I can set myself goals for Year 1. I know how to take turns with others. I know how to consider the opinion of others when reaching a decision. I know that things don't always go my way.</p>	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
	<p>KEY VOCABULARY</p>	<p>feelings – happy, sad, angry, upset, hurt, worried, scared, rules, behaviour, listen, share, friend, turn, healthy, unhealthy</p>						
	<p>Links to KS1 readiness</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour 						


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		<ul style="list-style-type: none"> Shows an understanding of how to stay safe in a range of common situations. <p>Living in the wider world</p> <ul style="list-style-type: none"> Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers). 						
	<p>Understanding the World</p> <p>Activities are flexible and will depend on children's interests.</p>	<p>Settling in to Reception-CP activities led by the children's interests</p>	<p>Follow me Friday activities</p>					
	<p>Religious Education (Emmanuel Project)</p>	<p>Why is the word God so important to Christians?</p> <p>Whispering Allah into Baby's ear: Muslim birth custom</p>	<p>Why do Christians perform nativity plays at Christmas?</p> <p>The Muslim story of Muhammad caring for the Ants</p>	<p>How can we help others when they need it?</p> <p>The Sikh story of Guru Har Gobind saving the 52 Princes</p>	<p>Why do Christians put a cross in an Easter garden?</p> <p>The Buddhist story of the Monkey King</p>	<p>What makes every single person unique and precious?</p> <p>A Hindu festival for brothers and sister: Raksha Bandhan</p>	<p>How can we care for our wonderful world?</p> <p>Tu B'Shevat-the Jewish holiday for planting trees</p>	
	<p>Reception 'sticky knowledge'</p>	<p>I can talk about when and where people use their name and why.</p> <p>I can recognize that the word 'God' is an important name for Christian.</p> <p>I can talk about who is important or special to me, my VIPs.</p> <p>I can remember something that happens in the Bible story of Creation.</p> <p>I can recognise that Christians use God's name with care because God is their creator.</p>	<p>I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon</p> <p>I can talk about a person who is important or special to me</p> <p>I can talk about something interesting in a story about Jesus as an adult.</p> <p>I can tell part of the nativity story e.g. when dressed up as a character or using figures from a crib set.</p> <p>I know something a family is doing at Christmas because they are Christians.</p> <p>I can talk about things that happen to me e.g. places they go at the weekend.</p>	<p>I can talk about things that happened when I needed help or I helped someone. I can talk about something interesting in a story where someone needed help.</p> <p>I can talk about someone who is special because they helped me when I needed help.</p> <p>I can remember how the traveller in The Good Samaritan story was saved or rescued.</p> <p>I can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass window</p> <p>I can recognise some images of a Christian praying and identify this as part of their religion.</p>	<p>I can talk about something interesting in a story e.g. that makes me ask a question.</p> <p>I can recognise something a Christian is doing because of their religion e.g. making the sign of the cross.</p> <p>I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses.</p> <p>I can remember something that happens in the Christian story of Easter.</p> <p>I can talk about things that happen to me. Eg going somewhere special, doing things with my family.</p> <p>I can talk about what is important to me e.g. a favourite story, food or souvenir.</p>	<p>I can talk about something that happens to me now that didn't happen to me when I was little.</p> <p>I can talk about something interesting in the story of Jesus getting lost.</p> <p>I can remember something that happens in the story of Jesus welcoming the children.</p> <p>I can talk about what I think is special (or unique) about me.</p> <p>I can recognise why a 'thank you' song to God is important to a Christian.</p> <p>I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them.</p>	<p>I can talk about and remember the different things created by God in the Bible story of Creation</p> <p>I can talk about something interesting or wonderful in the Creation story or in the world around me.</p> <p>I can talk about what I think is special or wonderful in the natural world.</p> <p>I can talk about when I have looked after or cared for someone or something myself</p> <p>I can talk about and remember the story of the naming of the animals and know it is special to Christians</p> <p>I know why a song / prayer about God's world is important to Christians</p> <p>I know something a Christian does because they believe God wants them to care for the world.</p>	<p>People, Culture and Communities ELG</p> <p>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</p>
	<p>KEY VOCABULARY</p>	<p>VIP, treasure, God, harvest, celebration</p>	<p>Nativity, crib, costume</p>	<p>hero, prayer, cathedral, Lent</p>	<p>cross, symbol, Easter, Palm Sunday, vicar</p>	<p>precious, special, unique, thanksgiving</p>	<p>caretaker, service, environment</p>	
	<p>Links to KS1 readiness</p>	<p>Believing</p> <ul style="list-style-type: none"> To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories <p>Living</p> <ul style="list-style-type: none"> To know that different people have different times of celebration 						

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	<ul style="list-style-type: none"> To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions <p>Expressing</p> <ul style="list-style-type: none"> To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions 						
<p>The Natural World- (links with NC Science)</p>	<p>How we have changed from when we were babies (human life cycle)</p> <p>Looking after ourselves- healthy body and mind</p> <p>Basic hygiene</p> <p>Naming body parts</p> <p>Our senses</p> <p>Wild Woods</p>	<p>Investigate the properties of toys.</p> <p>Winter-animals and hibernation, freezing and melting, seasonal changes to plants</p> <p>Wild Woods</p>	<p>Explore forces-superhero cars, push and pull-tug of war</p> <p>Wild Woods</p>	<p>Make observations of plants and animals.</p> <p>Spring/growing plants</p> <p>Wild Woods</p>	<p>Grow and care for plants from seeds- understanding of life cycles.</p> <p>Living things- plants and animals (bones, fossils, etc.)</p> <p>Wild Woods</p>	<p>Materials and their properties.</p> <p>Explore collections of materials and use senses.</p> <p>Wild Woods</p>	
<p>Reception 'sticky knowledge'</p>	<p>I know about the life cycles of humans.</p> <p>I know how to take care of myself.</p> <p>I know about and can explore my 5 senses</p> <p>I know how to describe people who are familiar to me.</p>	<p>I know about light sources Know what happens when they shine lights on different materials.</p> <p>Know about shadows.</p> <p>Know how a rainbow is formed.</p>	<p>I know about and can feel forces.</p> <p>I know about and can explore how things work</p> <p>I know about and can explore how objects/ materials are affected by forces.</p> <p>I know how to change the way things work.</p> <p>I know about and can explore how the wind moves objects.</p> <p>I know how objects move in water.</p>	<p>I know how to grow plants.</p> <p>I know how to watch and observe plants at their different stages of growth.</p> <p>I know how to observe features of plants.</p> <p>I know about the life cycles of minibeasts and animals.</p> <p>I know about and can compare adult animals to their babies.</p> <p>I know how baby animals change over time.</p> <p>I know about the solar system and stars</p> <p>I know about space travel.</p>	<p>I know how to grow plants.</p> <p>I know how to watch and observe plants at their different stages of growth.</p> <p>I know how to observe features of plants.</p> <p>I know about the life cycles of minibeasts and animals.</p> <p>I know about and can compare adult animals to their babies.</p> <p>I know how baby animals change over time.</p> <p>I know how to name and describe animals that live in different habitats.</p> <p>I know how to describe different habitats.</p>	<p>I know about, and can name and explore a range of materials including natural materials.</p> <p>I know how to make objects from different materials, including natural materials.</p> <p>I know how to observe, measure and record how materials change when heated and cooled (including cooking).</p> <p>I know how to compare how materials change over time and in different conditions.</p>	<p>The Natural World ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>WILD WOODS</p>	<p>I know how to play and explore outside in all seasons and weather.</p> <p>I know how to observe living things throughout the year.</p> <p>I know about and can explore the plants and animals in the surrounding environment.</p> <p>I know about and can explore natural objects from the surrounding environment.</p>						
<p>KEY VOCABULARY</p>	<p>Animals including humans-human, animal, herbivore, carnivore, omnivore, fish, birds, face, hair, leg, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose</p> <p>Plants-tree, petals, trunk, fruit, branch, roots, leaves, bulb, flowers, seed, stem</p> <p>Materials-material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, material, smooth, shiny, rough</p> <p>Seasonal changes-summer, spring, autumn, winter, season, day, night, light, dark, moon, sun</p> <p>Forces, earth and space-earth, moon, planet, space, sun, star</p> <p>Sound, light and electricity-loud, quiet, volume, sound</p>						

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	Links to KS1 readiness	<p>Working Scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers</p> <p>Plants To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers</p> <p>Animals including Humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday Materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p>Seasonal Change To know about different types of weather To observe changes in trees and plants as the seasons progress</p>					
	FOREST SCHOOL WILD WOODS (NC: Science and Geography)	<p>Agreements and boundaries</p> <p>Tree climbing</p> <p>Den building</p>	<p>Sawing-name cookie</p> <p>Balancing-rope walk and hammocks</p> <p>Tree identification</p>	<p>Whittling</p> <p>Bird spotting</p> <p>Rope swing</p>	<p>Layers of the woodland</p> <p>Loppers</p> <p>Pond Life and Maintenance</p>	<p>Hapa Zome-hammering</p> <p>Who lives in our woods? Tracks/bug hunting and flowers/plants.</p>	<p>Sawing-woodies</p> <p>Who lives in our woods? Tracks/bug hunting and flowers/plants.</p> <p>Fire lighting</p> <p>International Mud Day celebrations</p> <p>Water battle</p>
	<p>I know the signals to return to base: whistle for emergency, call any other time.</p> <p>I know the boundary of the Wild Woods.</p> <p>I can safely play within the boundary of the Wild Woods.</p> <p>I understand the need for agreements to keep me safe.</p> <p>I can follow the agreements.</p> <p>I can climb/begin to climb the tree (no higher than 1m)</p> <p>I know how to make mini dens for animals, or elves and ensure it is waterproof.</p> <p>I know how to safely move the large logs by dragging them behind.</p> <p>I can work co-operatively to make a 'lean to' den using the logs.</p>	<p>I know how to safely hold and use a bow saw (with 1:1 adult support).</p> <p>I can safely balance along a rope walk, holding on with 2 hands and moving one foot at a time.</p> <p>I can climb in and out of the hammock safely.</p> <p>I know the names of some of the trees that grow in our woods.</p>	<p>I know how to safely hold and use a peeler to whittle a stick (independently).</p> <p>I know the name of some of the birds that live in our wood.</p> <p>I can say how I can help to look after birds in winter.</p> <p>I know how to help put up a rope swing.</p> <p>I know how to use the rope swing safely.</p>	<p>I know the different layers of the woodland: Canopy, Shrub, Field, and Ground.</p> <p>I can identify the woodland animals: deer and squirrel</p> <p>I can identify the plants: holly, bramble/nettles, oak tree, bluebells.</p> <p>I know how to safely hold and use loppers to cut (1:1 with support).</p> <p>I know how to be safe around the pond.</p> <p>I can help to maintain the pond area.</p> <p>I can identify some creatures that live in and around the pond.</p>	<p>I know how to safely hold and use a hammer to create a piece of art.</p> <p>I can name some of the plants and flowers that grow in our woods.</p> <p>I can name the different types of wildlife that live in our wood.</p> <p>I can identify different native tracks and name the animal that leaves them.</p>	<p>I know how to safely hold and use a bow saw (more independently).</p> <p>I can name some of the plants and flowers that grow in our woods.</p> <p>I can name the different types of wildlife that live in our wood.</p> <p>I can identify different native tracks and name the animal that leaves them.</p> <p>I can collect the correct types of wood for a fire: tinder, kindling, bigger sticks, branches, logs.</p> <p>I can talk about the safety rules around the firepit.</p> <p>I know how to extinguish a fire.</p> <p>I can talk about fire safety awareness.</p> <p>I know a range of fire safety games.</p>	

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	<p>I know how to create a ridgeline and hang a tarp.</p> <p>I know that I must wash my hands before eating</p>						
KEY VOCABULARY	<p>Using tools-bow saw, peeler, whittling, mallet, hammer Developing geographical skills-boundaries, map, landmark Understanding risk assessment-emergency, base camp, boundaries, safety Understanding woodland management-mint, Oak, Hazel, daffodils, cleavers, deciduous, evergreen, tadpole, snail, robin, dragonfly Den building-shelter, construct Knot tying skills-knot Fires and cooking-tinder, kindling, fire pit, extinguish</p>						
Past and Present (NC History)	<p>General learning throughout the year:</p> <ul style="list-style-type: none"> • Through interactions talking about what they did yesterday, last week, last year. • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Learning Feedback times – talking about learning from the previous day / week. 						
	<p>Family- same and different- books about families from the past e.g. Peepo, etc.</p>	<p>Bonfire night and Guy Fawkes</p> <p>Remembrance Day- soldiers from Hintlesham</p> <p>Christmas- changes linked to toys</p>	<p>Lunar New Year traditions</p> <p>The Tiger Who Came to Tea</p>	<p>History of traditional tales</p> <p>Explorers-Mary Anning Fossils</p> <p>Space Travel- Moon Landings linked to Neil Armstrong</p> <p>Look at life of Chris Hadfield/Mae Jemison- astronauts</p>	<p>History of traditional tales</p> <p>Castles</p>	<p>Seaside in the past and today</p> <p>Grandparents experience of holidays compared to ours</p>	
Reception 'sticky knowledge'	<p>All about me: I know about my family and where I was born.</p> <p>I can talk about fun family experiences in my past.</p> <p>I know that as I get older I can do different things.</p> <p>I know that my Grandparents are my Mum and Dads parents.</p> <p>I know that things have changed since my Mum and Dad were little.</p> <p>I know which objects are from the past and which are modern. (home artefacts)</p> <p>I can talk about our school grounds and the history/changes within our school.</p> <p>Seasonal changes – Autumn: I can explore the school's grounds and observe seasonal changes over time.</p>	<p>I know the story of Guy Fawkes and can talk about the traditions of Bonfire Night</p> <p>Festivals: I know some information about Remembrance Day and the soldiers from Hintlesham.</p> <p>I can talk about festivals and family traditions from different cultures inc: Diwali and Christmas</p> <p>Toys: I know which toys are from the past and which are modern. I can share information about my favourite toys and listen to parents/ grandparent's childhood experiences of favourite toys.</p> <p>I can talk about my experiences of Christmas and the toys I received.</p>	<p>Seasonal Changes – Winter: I can explore the school grounds and observe seasonal changes in the winter.</p> <p>I can explore the festival and family traditions of Chinese New Year.</p> <p>I can explore the family traditions of Shrove Tuesday.</p>	<p>Seasonal Changes –Spring: I can explore the school grounds and observe seasonal changes in the spring.</p> <p>Spring Festivals I can explore festivals (Holi, Ramadan and Easter) and talk about family traditions from different cultures</p> <p>Dinosaurs: I can talk about the life of Mary Anning.</p> <p>I can recount the extinction of the dinosaurs using non-fiction texts.</p> <p>Space: I can talk about the life/experience of Neil Armstrong</p> <p>I can share grandparent's first-hand experiences of watching the moon landing in 1969.</p>	<p>Jack and the Beanstalk: I can explore and compare castle homes to our modern homes.</p> <p>I know that some stories have been around for a long time and that some are new.</p>	<p>Pirates: I can compare modes of travel on the sea.</p> <p>Seaside holidays: I know that things have changed since my grandparents were little.</p> <p>I can talk about and share family experiences of holidays abroad.</p> <p>I can talk about and share family experiences of holidays in the UK.</p>	<p>People, Culture and Communities ELG Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</p>

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		Festivals: I can talk about festivals inc: bonfire night and Harvest Festival and family traditions from different cultures.			I can explore the art of Vincent Van Gogh – A Starry Night			
	KEY VOCABULARY	old, new, past, present, yesterday, today, tomorrow, family, parents, grandparents, history, traditional tales, change, different, same						
	Links to KS1 readiness	<p>Using Language associated with the past</p> <ul style="list-style-type: none"> • Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past <p>Remembering and discussing their own lives</p> <ul style="list-style-type: none"> • Share their memories of significant events in their own lives. • Talk about things that have changed. • Begin to put these events in order <p>Talking about things they have done with people special to them</p> <ul style="list-style-type: none"> • Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. • Begin to put events in order. <p>Recognising Chronology within stories</p> <ul style="list-style-type: none"> • Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past. 						
	People, Culture and Communities (links to NC Geography)	<p>All About Me: Look at where we live, describe features we see on the way to school.</p> <p>Draw route to school.</p> <p>Explore the school, where are the different rooms in relation to one another. What happens in each room?</p> <p>Explore the school grounds, look at features of our school environment.</p> <p>Look at maps of Hintlesham (paper and Google Earth) explore and discuss the features found on local maps.</p> <p>Discuss where we were born and where our extended family live using world maps/globes for support.</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p> <p>Look at and create maps of the local area.</p>	<p>Explore festival origins/celebrations across the world, using a world map/globe.</p> <p>Explore compare/contrast our environment with polar regions.</p> <p>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</p>	<p>Explore food from around the world using world maps and Google (Lunar New Year)</p> <p>Map skills</p> <p>Seasonal Changes – Winter: Exploring schools' grounds and observing seasonal changes in the winter.</p> <p>Observe seasonal weather changes in the winter (ice exploration)</p> <p>Conduct Winter walk around School grounds.</p>	<p>Describe other environments.</p> <p>Map Skills</p> <p>Observe, question and draw spring plants/spring growth.</p> <p>Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</p>	<p>Look at different animals and their habitats linked to climate and landscape</p> <p>Map Skills</p> <p>Seasonal Changes – Summer: Exploring schools' grounds and observing seasonal changes in the summer.</p> <p>Observe seasonal weather changes in the summer</p> <p>Explore, observe and identify UK minibeasts.</p>	<p>Compare the local environment and the seaside</p> <p>Look at the seaside in other countries-contrasting environments.</p> <p>Map skills</p> <p>Introduce London as the capital of England.</p> <p>Name features around the UK (farm, beach, mountains, woodland etc).</p>	

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	<p>Seasonal changes – Autumn: Exploring school’s grounds and observing seasonal changes in the Autumn.</p> <p>Explore harvest time in the UK and farming at harvest time.</p>						
<p>Reception ‘sticky knowledge’</p>	<p>I know the names of the 4 seasons.</p> <p>I can talk about the signs of autumn and the associated weather-raining, snowing, cloudy, windy, thundery, sunny etc</p> <p>I know where I live.</p> <p>I know some of the features of my immediate environment.</p> <p>I know the name of my school and can say some of the things I pass on my way to school.</p> <p>I can use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p>I know that not all places in the world are the same.</p>	<p>I know some features of the world and Earth.</p> <p>I know environments vary from one another.</p> <p>I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p> <p>I know some similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p> <p>I can 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</p>	<p>I know about the signs of winter and the associated weather raining, snowing, cloudy, windy, thundery, sunny etc - .</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know that simple symbols are used to identify features on a map.</p> <p>I can 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</p>	<p>I know about the signs of spring and the associated weather.</p> <p>I know how to use and draw information from a simple map.</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p>	<p>I know about the signs of summer and the associated weather e.g. in the summer it gets hot and sunny; that they need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know that simple symbols are used to identify features on a map.</p> <p>I know some animals from different parts of the world.</p>	<p>I know how environments vary from one another.</p> <p>I know some similarities and differences between the world around me and contrasting environments.</p> <p>I know that some things in the world are man-made, and some things are natural.</p> <p>I know that the capital city of England is London.</p>	
<p>KEY VOCABULARY</p>	<p>Hintlesham, Suffolk, United Kingdom, Great Britain, world, country, town, city, London, capital, near, far, Africa, community, road, map, Harvest, seasons, Autumn, Winter, Spring, Summer, weather, farm, beach, countryside</p>						
<p>Links to KS1 readiness</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Know where they live • Know how they travel to school <p>Knowledge of Places</p> <ul style="list-style-type: none"> • Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place <p>Human and Physical Geographical Knowledge</p> <p>Recognise elements of their environment that are manmade and natural</p> <p>Using Maps</p> <ul style="list-style-type: none"> • Make maps from stories • Follow simple maps in play 						

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Computing	Shape Hunt and Animal Safari	Talking Technology	Nursery Rhyme Coding	Technology and Me	My Online Life	Beats and Rhymes	<p>Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.</p>
Reception 'sticky knowledge'	<p>I know how to use the camera on an iPad to take photographs</p> <p>I know how to scan a QR code to find things.</p> <p>I can select and use specific technology (iPad) for a particular purpose – photographs.</p> <p>I can select and use specific technology (iPad) for a particular purpose – scanning QR codes.</p> <p>I can select and use specific technology (iPad) for a particular purpose – uploading what I have done.</p>	<p>I know how to use technology creatively to: draw, record voice, type, insert emojis, record video (Chatterpix) and photograph.</p> <p>I know how to upload the work I create.</p> <p>I know how to go online to find out about something I am learning about.</p> <p>I know how to select and use apps for a specific purpose – Chatterpix for recording.</p>	<p>I can explain why sequencing is important in a story.</p> <p>I can explain what algorithm means.</p> <p>I can give instructions to a programmable toy.</p>	<p>I know how to identify different types of technology</p> <p>I know where I might see different types of technology.</p> <p>I know what I use technology for.</p> <p>I know how to use technology to record myself doing something.</p> <p>I know how to do the basics with an iPad: turn on/off, select an application, adjust the volume, print words/pictures.</p> <p>I know how to go online and use a search engine to find pictures.</p>	<p>I can discuss how technology in the world around me is used to communicate and find things out.</p> <p>I understand that people can talk to each other (communicate) online, who I should communicate with and what I should/shouldn't share when communicating.</p> <p>I know how to use a search engine to find things out.</p> <p>I know how to go online to find things out and know how to find information.</p> <p>I can discuss the rules for staying safe online and say who I need to ask for help when I need it.</p> <p>I know what online bullying is and how it makes people feel.</p>	<p>I know how to use different applications to produce music using technology.</p> <p>I know how to upload and share the things I create.</p>	
KEY VOCABULARY	Computer, iPad, tablet, app, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password						
Expressive Arts and Design (NC-Art)	<p>Expressive Arts and Design (links to NC Art): General learning throughout the year</p> <ul style="list-style-type: none"> • Child-led activities e.g. making kites • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area-enables children to self-select resources that they need / want to test out including masking tape and glue to join 						
	<p>DRAWING All about me: Draw and paint self-portraits/collage Draw and paint family portraits</p> <p>Seasonal changes: Autumn-still life observational drawings of Autumnal objects.</p> <p>PRINTMAKING Emotion printing using fruit and vegetables</p> <p>PAINTING Landscape paintings of Autumn.</p> <p>3D WORK Clay work creating hedgehogs (3D work)</p> <p>COLLAGE Artwork inspired by books such as Stick Man and Leaf Man.</p>	<p>DRAWING Drawing/ sketching winter vegetables</p> <p>Chalk polar bears</p> <p>PRINTMAKING Printing with vegetables</p>	<p>PAINTING Painting pictures of people who help us (Dr, fireman, nurse)</p> <p>PRINTMAKING Print shapes on material to create a dragon for the dragon dance.</p>	<p>COLLAGE Transient art – Art without glue using a variety of resources both natural and man-made. Inspired by Andy Goldsworthy and the Easter story.</p> <p>TEXTILES Create a puppet of a traditional tale character</p>	<p>DRAWING Sketching plants and flowers</p> <p>3D WORK Clay bugs Design and build minibeast houses, adapting work where necessary.</p> <p>COLLAGE Henri Matisse-The Snail</p>	<p>DRAWING Seaside: Sketching shells/starfish</p> <p>TEXTILES Pirates: Designing and making our own pirate costumes and props for the role play.</p> <p>PAINTING Seasonal Changes: Summer- paint our experiences of Summer.</p> <p>3D WORK Holidays Observe, explore create natural environments around the world: rainforest, great barrier reef, Kenya.</p> <p>Explore and recreate cultural art from Australia, Kenya and the Rainforest.</p>	

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<p>Reception 'sticky knowledge'</p>	<p>I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations.</p>						<p>Creating with Materials. *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</p>
<p>KEY VOCABULARY</p>	<p>Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join observe, artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>						
<p>Expressive Arts and Design (NC-DT)</p>	<p>Expressive Arts and Design (links to NC Design Technology): General learning throughout the year:</p> <ul style="list-style-type: none"> • Children can self-select from a range of tools and materials in the continuous provision. • Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as cellotape, masking tape, string, pipe cleaners and glue. • Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. • Help to design and make small worlds in line with topic. 						
<p>Reception 'sticky knowledge'</p>	<p>Models of our houses. Gingerbread biscuits Threading-with paper (Elmer and Handas surprise).</p>	<p>Bird feeders-threading Christmas decorations-threading with beads.</p>	<p>Junk modelling-superhero vehicles. Chinese New Year-dragon, lanterns, envelopes, Chinese food-noodles/stir fry</p>	<p>Models of castles/pirate ships/space rockets etc. Mothers' Day gift-sewing. Easter garden.</p>	<p>Junk modelling- bugs/flowers/ beanstalks. Bug hotel. Pop-up puppet.</p>	<p>Seaside-moving picture. Design and make a kite that flies. Design and make a boat that floats.</p>	<p>Creating with Materials. 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.</p>
<p>KEY VOCABULARY</p>	<p>scissors, cut, straight, join, hold, fix, glue, shape, safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.</p>						
<p>Links to KS1 readiness</p>	<p>Using Materials</p> <ul style="list-style-type: none"> • Hold tools like pencils, paint brushes, scissors with increasing precision • Experiment with using different everyday and art materials to explore colour, texture and form <p>Drawing, painting and sculpture</p> <ul style="list-style-type: none"> • To explore their ideas and imagination by creating drawings, paintings and sculptures. • To explore creating designs and art work on a range of scales. <p>Exploring techniques</p> <p>To explore a range of techniques to draw, paint, print and sculpt to help them create art work.</p> <p>Comparing and evaluating work</p> <ul style="list-style-type: none"> • Recognising and exploring the colour, patterns and shapes in other artist's work. • Expressing opinions and feelings in response to their own art work and other artist's work. • Sharing their work with other people, talking about what they have created it. 						

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Expressive Arts and Design (NC Music)	<p>General learning throughout the year:</p> <ul style="list-style-type: none"> Weekly opportunities to learn new songs related to topic work. Singing songs and rhymes from a variety of genres and cultures Using musical instruments Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. Singing and performing to our friends and parents Play movement and listening games Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. 						
CHARANGA	Me!	Nativity	My Stories	Everyone	Our World	Big Bear Funk	
Reception 'sticky knowledge'	<p>I can sing the rhymes: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p>I know how to find the pulse.</p> <p>I know how to copy-clap the rhythm of names.</p> <p>I can explore high sounds and low sounds using voices and glockenspiels.</p>	<p>I can sing new songs from memory.</p> <p>I know that songs have sections.</p> <p>I know that words of songs can tell stories.</p> <p>I can perform songs to others.</p>	<p>I can sing the rhymes: I'm A Little Teapot The Grand Old Duke of York Ring o' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>I know how to find the pulse as one of the characters from the song.</p> <p>I know how to copy-clap the rhythm of small phrases from the songs.</p> <p>I can explore high pitch and low pitch in the context of the songs.</p> <p>I know how to invent a pattern to go with a song using one note.</p>	<p>I can sing the rhymes: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle Little Star If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>I can invent ways to find the pulse.</p> <p>I know how to copy-clap some rhythms of phrases from the songs.</p> <p>I can explore high pitch and low pitch in the context of the songs.</p> <p>I know how to use the starting note to explore melodic patterns using one or two notes.</p>	<p>I can sing the rhymes: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey.</p> <p>I know how to find the pulse and show others my ideas.</p> <p>I know how to copy-clap some rhythms of phrases from the songs.</p> <p>I can explore high pitch and low pitch using the images from the songs.</p> <p>I know how to use the starting note to explore melodic patterns using one or two notes.</p>	<p>I can sing the song: 'Big Bear Funk'.</p> <p>I know how to find a funky pulse.</p> <p>I know how to copy-clap 3 or 4 word phrases from the song.</p> <p>I know how to keep the beat of the song with a pitched note.</p> <p>I know how to add pitched notes to the rhythm of the words or phrases in the song.</p> <p>I can enjoy playing patterns using a combination of any of the three notes C,D and E.</p>	<p>I know twenty nursery rhymes off by heart.</p> <p>I know the stories of some of the nursery rhymes.</p> <p>I know that we can move with the pulse of the music.</p> <p>I know that the words of songs can tell stories and paint pictures.</p> <p>I can sing or rap nursery rhymes and simple songs from memory.</p> <p>I know songs have sections.</p> <p>I know that a performance is sharing music</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p style="color: green;">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</p>
KEY VOCABULARY	song, sing, nursery rhyme, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, glockenspiel, maracas						
Links to KS1 readiness	<p>Vocalising and Singing</p> <ul style="list-style-type: none"> To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. <p>Hearing and Listening</p> <ul style="list-style-type: none"> To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. <p>Moving and Dancing</p> <ul style="list-style-type: none"> To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music Exploring and Playing To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used. 						