

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Ourselves All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</p>	<p>Once Upon a Time Fairy Tales and Nursery Rhymes</p>	<p>Amazing Animals Pets, farms, moving onto jungle, arctic and desert animals. Incorporating animal body parts, habitats, animal care and animals that help us.</p>	<p>Superhuman People within our own family and community, emergency services. Superheroes through literature.</p>	<p>Grow Growing our own food, being healthy, eating and being active including sports. Plants and flowers. Minibeasts.</p>	<p>Let's Move Travel, journeys and transport. Holidays, staying safe in the sun. Exploration, travel and discovery. Looking ahead and transition to Year 1.</p>
<p>Text used for Literacy and Provision</p> <p>Talk 4 Writing texts are highlighted in red</p>	<ul style="list-style-type: none"> Kipper's Birthday <p>Book hook: Decorate the classroom with birthday balloons and banners.</p> <ul style="list-style-type: none"> Funny Bones <p>Book hook: Bury bones in the outdoor sand pit.</p>	<ul style="list-style-type: none"> We're Going on a Bear Hunt <p>Book hook: Put out bear footprints leading to the outdoor tunnel. Show an FX Guru clip of a bear in the outdoor tunnel.</p> <ul style="list-style-type: none"> Goldilocks and the Three Bears <p>Book hook: Create a Goldilocks crime scene with 3 bowls of porridge, 3 chairs, police tape, CCTV footage, locks of hair and muddy footprints on the floor.</p> <ul style="list-style-type: none"> Goldilocks and the Three Dinosaurs <p>Book hook: Goldilocks trapped by dinosaurs.</p> <ul style="list-style-type: none"> The Nativity Story <p>Book hook: Video from Santa Clause.</p>	<ul style="list-style-type: none"> The Three Little Pigs <p>Book hook: Have sticks, straw and a pile of bricks cornered off with cones and police tape.</p> <ul style="list-style-type: none"> Dear Zoo <p>Book hook 1: Have a box with an animal hidden inside with a 'from the zoo' label attached. Hook 2: Create a trashed classroom and a FX Guru video to show a zoo escape in the classroom</p> <ul style="list-style-type: none"> Handa's Surprise <p>Book hook: Have a basket of fruit from the story and begin by encouraging the children to explore the fruits and describe them.</p>	<ul style="list-style-type: none"> Mr Wolf's Pancakes <p>Book hook: Have some floury footsteps going from the classroom to the kitchen. Who could it be?</p> <ul style="list-style-type: none"> Alan's Big Scary Teeth <p>Book hook: Have some fake teeth in the classroom. Who do they belong to?</p> <ul style="list-style-type: none"> Supertato <p>Book hook 1: Set up a crime scene with vegetables tied up. Hook 2: Have vegetables frozen in ice and explain that the Evil Pea is out of the freezer again.</p> <ul style="list-style-type: none"> Zog and the Flying Doctors <p>Book hook:</p>	<ul style="list-style-type: none"> Jack and the Beanstalk <p>Book hook 1: Have different types of beans on the floor in the outdoor area. What are they? Where have they come from? What might grow? Hook 2: Find giant footprints in the classroom.</p> <ul style="list-style-type: none"> The Enormous Turnip <p>Book hook: Have a large papier mache turnip in the outdoor area. Ask the children to help you remove the turnip.</p> <ul style="list-style-type: none"> The Hungry Caterpillar <p>Book hook 1: Have a package arrive with a butterfly garden inside. What is it? What might happen? Hook 2: Observe changes to the caterpillars in the butterfly garden. What has happened to the caterpillars? How have they changed?</p>	<ul style="list-style-type: none"> The Gingerbread Man <p>Book hook 1: Have a trail of crushed gingerbread man leading to half eaten gingerbread man. What has happened? Hook 2: FX Guru clip of a gingerbread man in the classroom.</p> <ul style="list-style-type: none"> The Naughty Bus <p>Book hook 1: Receive a little box. What do you think could be inside? Open it up to find a bus. Hook 2: Find the outdoor area in a mess. Who could have done it?</p> <ul style="list-style-type: none"> Information on Transport <p>Text hook: Go on a train ride to the nature garden and find a train book. Discuss what vehicles they can see going over the bridge on the dual carriageway.</p>

				<p>Show a medical bag with items from the story. Who does this bag belong too?</p>		<ul style="list-style-type: none"> The Snail and the Whale <p>Book hook 1: Find a silvery snail trail message in the classroom. Who do you think might have left this message? What animals leave a silvery trail? Hook 2: Find a postcard from the snail to the class. Open it up - Who could it be from?</p>
<p>Communication and Language <i>*Focused vocabulary will be introduced in Word Warrior weekly (10 words a week) which is linked to the current focus text and topic</i></p>	<ul style="list-style-type: none"> Finding out how to be a good listener Listening and responding to stories Setting and understanding the class rules Beginning to pay attention to more than one thing at a time 	<ul style="list-style-type: none"> Can remember things from the story. Can follow instructions involving more than one part. Taking turns when listening and speaking Beginning to ask their own questions Able to speak in complete sentences 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Can listen attentively in a range of situations Listen carefully to stories and make relevant comments and predict events. Builds up vocabulary that reflects the breadth of personal experiences. Can retell a simple past event in the correct order. 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding how and why questions. Uses talk to connect ideas, explain what is happening and anticipate future events and reflect on past events 	<ul style="list-style-type: none"> Continue to apply their new vocabulary and previously taught vocabulary throughout the day Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Able to ask how and why questions Re-tell a story using repetition and words from a known text. Begin to talk about non-fiction texts and what they found out 	<ul style="list-style-type: none"> Continue to apply their new vocabulary and previously taught vocabulary throughout the day and in a range of contexts
<p>PSED (Use Rainbow Drop videos/ stories from One Decision) PSED threaded through everyday rules and routines</p>	<ul style="list-style-type: none"> Comes into school happily Developing the confidence to try new activities Playing turn taking games Learning the names of the other children in the class Be able to discuss their feelings and how others might be feeling 	<ul style="list-style-type: none"> Begin to express their interests Begin to share and cooperate with peers unaided Begin to help and reassure others when they are upset Begin to reflect on their own behaviour when not in accordance with the rules 	<ul style="list-style-type: none"> Sharing ideas with friends. Understanding how to tackle challenges Sharing goals Setting goals Using kind words to encourage people. 	<ul style="list-style-type: none"> Discussing future jobs. Talking about feelings with a focus on feeling proud. Begin to self-evaluate their work Begin to understand why oral hygiene is important 	<ul style="list-style-type: none"> Understanding how to keep my body healthy. Understanding and making healthy eating choices. Understand why we need sleep. The importance of washing hands and how to do it thoroughly. Begin to discuss stranger danger. 	<ul style="list-style-type: none"> Working towards achieving our school values - REACH Regulates/ discusses emotions using Zones of Regulation

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	<ul style="list-style-type: none"> Increasingly follow the class rules Introduce REACH values/ Zones of Regulations 	<ul style="list-style-type: none"> Refer to zones of regulation to talk about feelings/ behaviour 				
Physical Development	<ul style="list-style-type: none"> Dough Disco/ Squiggle Whilst you Wiggle Locomotion skills in PE Copy names Join in with a range of activities to develop fine and gross motor control Can put coat on independently Begin to use a knife and fork 	<ul style="list-style-type: none"> Dough Disco/ Squiggle Whilst you Wiggle Stability skills in PE Can write the letters in their name Beginning to form set 1 sounds Developing a tripod grip Can zip a coat up to help their friend Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Dough Disco Continue to introduce and practise the correct formation of letters Jungle Dance in PE Can zip their coat up independently Developing a tripod grip Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Focussing on developing a tripod grip for those still children who have not developed this Gymnastics in PE Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Focussing on developing a tripod grip for those still children who have not developed this Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Movement skills and Object Manipulation in PE Awareness of healthy eating and how to keep our bodies healthy Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Focussing on developing a tripod grip for those still children who have not developed this Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Athletics and Target Games Join in with a range of activities to develop fine and gross motor control (includes scissor skills) Use a knife and fork accurately at lunch times
Literacy	<ul style="list-style-type: none"> Set 1 sounds introduced. Can recognise and write some or all of their name Teaching letter formation Write some initial sounds correctly Beginning to hear and say some initial sounds such as the sound in their name. Look at books and talk about the pictures 	<ul style="list-style-type: none"> Consolidate Set 1 sounds Securely writing their first name independently Correctly forming set 1 sounds To begin to write some cvc words. Read individual letters by saying sounds for them and are beginning to orally blend cvc words To begin to make some prediction about stories 	<ul style="list-style-type: none"> To read and write using phonics skills Guided reading sessions introduced Begin to make sense of simple sentences To begin to write simple sentences and captions. Orally create a simple story Continue to learn the HFWs and red words alongside reading. Beginning to read cvc words 	<ul style="list-style-type: none"> Set 2 RWI sounds introduced Identify characters and settings in fictional texts An awareness of non-fiction texts To write simple sentences more independently To begin to know letter names. Continue to learn the HFWs and red words alongside reading. Beginning to read simple phrases and sentences. 	<ul style="list-style-type: none"> Consolidating set 2 RWI Begin to use vocabulary from non-fiction texts To write simple sentences with a capital letter and a full stop, that can be read by themselves and others. Continue to learn the HFWs and red words alongside reading. Beginning to read simple phrases and sentences with a few exception words. 	<ul style="list-style-type: none"> Read and apply set 2 sounds Begin to notice some features of a fiction and a non-fiction text To write simple sentences with a capital letter and a full stop that can be read by themselves and others Re-read what they have written to check that it makes sense. Apply some HFW and red words to their writing Continue to learn the HFWs and red words alongside reading.

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Maths (Broadbent Maths)	<p>Unit 1 Counting and number (1)</p> <ul style="list-style-type: none"> - Recite the order of the number words to at least 5 - Count reliably at least 5 objects, recognising that when rearranged the number of objects stays the same - Understand that the last number in the count represents the set as a whole - Sort and match objects in a set 	<p>Unit 4 Measures and time (1)</p> <ul style="list-style-type: none"> - Use everyday language to talk about size, weight, capacity - Compare two items by length or height and say which is longer and which is shorter - Compare two items by weight and say which is heavier and which is lighter - Compare the capacity of two containers and say which holds more - Use language related to time such as before, after, long time, short time - Recognise things that happen in the morning, afternoon and night - Recognise and name days of the week, using them in context 	<p>Unit 7 Shape, pattern and position (2)</p> <ul style="list-style-type: none"> - Make patterns with objects and shapes - Draw pictures and patterns using 2D shapes - Build and describe models made with construction kits - Compare shapes in the environment and recognise similarities and differences - Describe where objects are using positional words, eg 'under', 'next to', 'over' 	<p>Unit 10 Addition and subtraction (2)</p> <ul style="list-style-type: none"> - Add one more to a set of objects to 10 and say how many - Take one away from a set of objects to 10 and say how many - Combine and count all the objects in two sets to make a total up to 10 - Add objects to a set of up to 10 objects and work out the total - Subtract objects from a set of up to 10 objects and work out the number left 	<p>Unit 13 Addition and subtraction (3)</p> <ul style="list-style-type: none"> - Partition numbers to 10 in different ways - Combine and count all the objects in two sets to make a total up to 10, counting on from one of the sets - Count on from a number on a number line to 10 to add numbers together - Count back from a number on a number line to 10 to take away a number <p>Unit 14 Money (2)</p> <ul style="list-style-type: none"> - Recognise, name and match 20p, 50p and £1 coins - Exchange 1p, 2p and 5p coins for 10p - Use 1p and 2p coins to make totals to 10p - Take away 1p coins from small amounts to give change 	<p>Unit 16 Shape, pattern and position (4)</p> <ul style="list-style-type: none"> - Sort and re-sort shapes and describe properties - Name shapes, describing some generalised properties of each shape - Make repeating patterns with shapes - Identify shapes in different positions and orientations - Recognise the face shapes of solid shapes - Recognise simple shapes and objects that show reflection and symmetry
	<p>Unit 2 Counting and number (2)</p> <ul style="list-style-type: none"> - Recite the order of the number words to at least 10 - Count at least 10 objects with 1:1 correspondence, with accurate partitioning - Count sounds and objects without touching them - Subitise (recognise quantities without counting) up to 5 - Estimate the number of objects to 5 in a set and count to check - Recognise and begin to write numerals to 5 - Count and match objects to numerals to 5 	<p>Unit 5 Counting and number (3)</p> <ul style="list-style-type: none"> - Count forwards and backwards to 5 - Count reliably at least 10 objects, recognising that when rearranged the number of objects stays the same 	<p>Unit 8 Counting and number (4)</p> <ul style="list-style-type: none"> - Count forwards and backwards along a number track to 10 - Estimate the number of objects to 10 in a set and count to check - Use before, after, next, middle to describe the position of numbers on a number track - Represent numbers to 10 using fingers or marks on paper - Write numerals to 10 - Count and match objects to numerals to 10 	<p>Unit 11 Shape, pattern and position (3)</p> <ul style="list-style-type: none"> - Make pictures and patterns with lines - Recognise and name squares, triangles and circles in the environment - Describe flat shapes and compare properties, such as the number of sides - Recognise and name some solid shapes, including cube and cylinder - Sort solid shapes and compare properties, such as whether they roll or stack 	<p>Unit 15 Counting and number (5)</p> <ul style="list-style-type: none"> - Count and know the position of numbers on a number track to 20 - Use first, second and last to describe position in order - Count a given number of objects from a larger set up to 20 - Put objects into equal groups of 2, 5 or 10 and count the groups and totals 	<p>Unit 17 Addition and subtraction (4)</p> <ul style="list-style-type: none"> - Combine and count all the objects in two sets to make a total up to 10, counting on from the largest set - Use a number line to add and subtract numbers - Find the difference between two lines of cubes by comparing and counting - Solve problems involving a 'hidden' number of objects and totals - Know some pairs of numbers that total five

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		<p>Unit 3 Shape, pattern and position (1)</p> <ul style="list-style-type: none"> - Describe and sort natural shapes - Arrange and describe simple linear patterns involving objects and shapes - Build and describe models made with boxes and objects - Sort objects in different ways and describe why they were sorted in that way 	<ul style="list-style-type: none"> - Recognise numerals to 10 in the environment - Recognise zero as the empty set - Write numerals to 5 - Match numerals to 5 to a given number of objects <p>Unit 6 Addition and subtraction (1)</p> <ul style="list-style-type: none"> - Add one more to a set of objects to 5 and say how many - Take one away from a set of objects to 5 and say how many - Combine and count all the objects in two sets to make a total up to 5 - Partition numbers to 5 in different way 	<ul style="list-style-type: none"> - Match 1p, 2p, 5p and 10p coins - Know the value of 1p, 2p, 5p and 10p coins 	<ul style="list-style-type: none"> - Compare and order the length or height of three or more items - Compare and order the weight of three or more items - Compare and order the capacity of three or more containers - Sequence everyday activities and events - Use simple timing methods to measure short periods of time - Know some of the important months of the year, including birthdays and festivals 	<ul style="list-style-type: none"> - Put sets of objects of the same number together and relate to doubling - Share objects equally between two and relate to halving 	<ul style="list-style-type: none"> - Use uniform non-standard units on a balance to measure weights - Use the language of approximation to compare capacities and check by pouring - Recognise a minute as a unit of time <p>Recognise some hour times on analogue and digital clocks</p>
<p><i>Understanding the World</i></p>	<p>Links to history</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Comments on fictional characters in stories • Shares likes and dislikes • Comments on fictional characters in stories • Shares some 	<ul style="list-style-type: none"> • Talk about themselves. Able to say who they are and who they live with, including pets. • Can briefly talk about some members of their family. Sharing information about their families and finding out about other families • Family and discussing the different members in their families 	<ul style="list-style-type: none"> • Can talk about past and upcoming events with their immediate family • Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) and the key differences between what they can/can't do. • Historical figures- Guy Fawkes 	<ul style="list-style-type: none"> • Homes from the past. Discuss similarities and differences between homes now and homes from the past • Begin to sequence images of homes from the past to show how they have changed. • Historical figures- David Attenborough 	<ul style="list-style-type: none"> • Shows an interest in different occupations (nurse, doctor, police, fire...)- ongoing visits throughout this term. • Talks about a wider range of occupations (electrician, plumber etc) . Is able to discuss different occupations of family members and discuss similarities and differences. • Can identify emergency situations and knows who to call 	<p><i>Geography focus</i></p>	<ul style="list-style-type: none"> • Transport over time. Discuss similarities and differences in transport today and from the past • Heritage week- mapping • Historical figures- Neil Armstrong

	<p>similarities between characters, figures or objects</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, sharing similarities and differences • Learning journey class book-talking about what we done throughout the year. 						
	<p>Links to Geography</p>	<ul style="list-style-type: none"> • Explore our local school environment • Knows that we live in Boston which is a town in England. • Knows that we go to Boston Pioneers Academy, the school road name and town 	<ul style="list-style-type: none"> • Knows where they live (house, flat, bungalow) • Knows own address and parents' name • Can explain features of different types of homes (house, caravan, bungalow, flat) 	<ul style="list-style-type: none"> • Knows that there are different countries in the world • Knows that different countries have different homes • Can identify similarities and differences between homes in our country and other countries 	<ul style="list-style-type: none"> • Talk about different types of weather- link to each season • Similarities and differences between types of weather • Compare hot/ cold countries, animals and plants 	<ul style="list-style-type: none"> • Talk about what they see in their own environment (school/home) using a wide vocabulary • Talk about local environments (their road, the park, library, Boston) • Recognise some environments that are different to the one in which they live. • Comparing where people live. Share the story 'The Town Mouse and The Country Mouse'. • Look at different environments in the world e.g., desert, rainforest, artic, ocean. 	<ul style="list-style-type: none"> • Knows what a map is used for. • Identifies features on a simple map (trees, house, river, mountain) • Can use maps to locate objects in 'real life'

						<p>Discuss the similarities and differences between the environments.</p> <ul style="list-style-type: none"> Use pictures to compare and contrast environments around the world. Link to plants from around the world. 	
	<p>Links to computing (Throughout each term talk/ learn about staying safe online)</p>	<ul style="list-style-type: none"> Explore technology including iPads, interactive whiteboard Create digital content e.g., digital art 	<ul style="list-style-type: none"> Play games on the interactive whiteboard to understand how to trigger a specific outcome Begin to talk about technology and where to find it 	<ul style="list-style-type: none"> Follow steps to programme moving toys e.g., remote control cars, beebots Recognise when code doesn't work Begin to find ways to record coding 	<ul style="list-style-type: none"> Children to use technology to take photos of their own creations Begin to sort photos they have taken 	<ul style="list-style-type: none"> To operate digital technology to fulfil a task e.g. use chatterpix to re-tell a story 	<ul style="list-style-type: none"> Learn about staying safe online As a class, create a film to recount a trip or story re-telling
	<p>Links to RE</p>	<ul style="list-style-type: none"> Introduce people who belong to a religious group Explore religions using stories and how it is important to people 	<ul style="list-style-type: none"> Begin to understand special jobs linked to religion Begin to recognise key significant people in different religions e.g. Jesus, Guru Nanak, Prophet Muhammad Christmas story linked to the nativity People that are special to them 	<ul style="list-style-type: none"> Explore special books Religious stories e.g. the lost sheep, the good Samaritan, Mohammed and the spider Introduce special books for different religions 	<ul style="list-style-type: none"> Looking at special things Introduce objects that are special for different religious groups e.g. cross, prayer mat etc. Easter story 	<ul style="list-style-type: none"> Special places Introduce places of worship Visit a church- St Botolph's Church Explore artefacts from different religions 	<ul style="list-style-type: none"> Look at our natural world Explore Christian and Hindu creation story Discuss how to care for the environment
	<p>Links to science</p>	<ul style="list-style-type: none"> Name parts of the body Explore their senses Cooking using their senses Make observations about parts of the body 	<ul style="list-style-type: none"> Begin to name different materials Explore floating and sinking Explore changes of state with materials Ask and answer questions about in familiar contexts about light and dark 	<ul style="list-style-type: none"> To sort things into living and non-living To compare animals talking about similarities and differences To ask and answer scientific questions about observations Select materials to create different habitats 	<ul style="list-style-type: none"> Life cycles- Living Eggs experience and observing changes over time Looking at different occupations e.g., firefighter, police officer, doctor, dentist, optician, local businesses, staff in shops, local businesses 	<ul style="list-style-type: none"> Life cycles- plants/ butterflies Planting and growing from a seed and a bulb Observe, comment and record results of growing Look at farming, which animals live on a farm and what grows there Understand the job of a farmer 	<ul style="list-style-type: none"> Compare a range of life cycles Explore and talk about different forces To sort things by magnetic/non-magnetic Begin to understand how magnets work
<p>Expressive Arts and Design</p>	<p>Links to Art</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Drawing skills Beginning to draw self-portraits 	<p><u>Printing</u></p> <p>Print with small blocks, small sponges, fruit, shapes and other</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> Use pre-made paints and are able to name colours 	<p><u>Collage</u></p> <ul style="list-style-type: none"> Join items in a variety of ways - Sellotape, masking tape, string, ribbon 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Children are able to draw things that they observe - 	<p><u>Sculptures</u></p> <ul style="list-style-type: none"> Manipulates clay (rolls, cuts, squashes, pinches, twists...)

	<ul style="list-style-type: none"> Begin to draw facial features Drawing bodies appropriate for the size and including limbs and specific features 	<ul style="list-style-type: none"> resources to create wrapping paper Create patterns or meaningful pictures when printing e.g., Rangoli patterns Print with large blocks and larger sponges Print with a variety of resources 	<ul style="list-style-type: none"> Mix primary colours to appropriate consistency Able to mix primary colours to make secondary colours Add white or black paint to alter tint or shade Colour matching to a specific colour and shade Painting with different tools 	<ul style="list-style-type: none"> Knows how to secure boxes, toilet rolls, decorate bottles to make their own superhero Improved vocab relating to materials - flexible, rigid 	<p>linked to observational drawings of flowers and vegetables they have grown</p> <ul style="list-style-type: none"> Children are able to draw simple things from memory Children are beginning to draw self-portraits, landscapes and buildings/cityscapes 	<ul style="list-style-type: none"> Makes something that they give meaning to Makes something with clear intentions- e.g. a hot air balloon Builds models which replicate those in real life. Can use a variety of resources - loose part play
<p><i>Links to Music (Charanga)</i></p>	<ul style="list-style-type: none"> Sing a variety of songs both accompanied and unaccompanied including action songs Speak/chant or sing short phases/responses with an awareness of the pulse (steady beat) Identify singing voice and begin to develop an awareness of pitch using a limited range of notes Co-ordinate actions to go with a song Make changes in their voices to express different moods/feeling Follow a leader, starting and stopping together, responding to verbal cues and hand signals 	<ul style="list-style-type: none"> Explore the difference between the pulse (steady beat) and rhythm Explore the use of words and syllables to represent rhythms Explore different sounds made by the voice, body and classroom percussion Explore conventional notation; minim, crotchet, crotchet rest and quaver Perform simple patterns by echoing/repeating Copy a simple rhythm played on an instrument and perform the rhythmic pattern of a word or phrase demonstrating a developing awareness of the pulse (steady beat) 	<ul style="list-style-type: none"> Explore loud and quiet sounds Explore fast and slow sounds Explore long and short sounds Explore high and low sounds Explore thick and thin textures Understand that the melody is the main tune in a piece of music Explore basic structural concepts; repeat, echo, pattern and sequence Explore how some sections of songs are the same (repeat) and some are different Perform simple melodic patterns comprising of one or two notes 	<ul style="list-style-type: none"> Explore the way in which instruments are played (tapped, blown, scraped, shaken etc.) Explore how different materials create different sounds (such as wood, metal and skin) Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with a sense of purpose Play with an awareness of contrasts in musical dimensions (e.g. loud/quiet, fast/slow, long/short etc.) Play instruments showing an awareness of others Recognise the sound of, identify and name the percussion instruments used in the classroom 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including extreme dimensional contrasts (e.g. fast and slow) Recognise and identify the pulse of a piece of music and when sections are the same and different Recognise and respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) Begin to respond using musical terms (e.g. loud/quiet) <p>Begin to respond using the correct terminology to describe musical features (e.g. melody, pulse, rhythm)</p>	<ul style="list-style-type: none"> Explore how sounds can be used in a particular order (sequence) for effect Explore the use of graphics/symbols to portray sounds and create a score Create a sequence of different sounds in response to a given stimuli Add chosen sound effects at an appropriate moment in a story or song Create and manipulate different effects on a sound source or instrument Use graphics/symbols to portray the sounds they have made Evaluate the effectiveness of a chosen sound to represent a particular effect using basic musical language



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Ongoing	<ul style="list-style-type: none">- Daily weather charting and time, seasonal observations linked to own setting- <i>UW talk about familiar images and situations from the past</i>
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- Children's interests are still taken into account and followed