



# Priestley Primary School

## Early Years Curriculum Overview

2023-24



### Spikey Values

### Respect for All

Take Responsibility










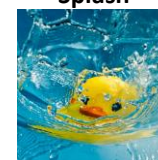


Cooperate

Think Things Through

Stay Focused

Give it a Go

Share Great Ideas

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Cornerstones Imaginative Learning Project</b></p>	<p style="text-align: center;"><b>Me and my community</b></p>  <p style="text-align: center;"><b>Exploring Autumn</b></p>  <p>In the Me and My Community project, children will learn about the school community and building friendships. They will explore the school grounds and find out about all the people in school who are there to help them. They will explore how they are special and unique and how everyone's family is different. They will</p>	<p style="text-align: center;"><b>Once upon a time</b></p>  <p style="text-align: center;"><b>Sparkle and shine</b></p>  <p>In the Once Upon a Time project, children will be introduced to the wonderful world of stories. They will listen to a range of traditional tales and have the chance to act out the stories in their play. They will also listen to alternative contemporary stories to see different viewpoints from the characters. They will use the stories to think about how life has</p>	<p style="text-align: center;"><b>Ready Steady Grow!</b></p>  <p style="text-align: center;"><b>Puddles and Rainbows</b></p>  <p>In the Ready Steady Grow project children will take part in practical activities to explore where food comes from. They will explore what constitutes a healthy lifestyle, including eating fruit and vegetables, exercise and teeth brushing. In the Puddles and Rainbows project, your child will learn about the weather.</p>	<p style="text-align: center;"><b>Animal Safari</b></p>  <p style="text-align: center;"><b>Signs of Spring</b></p>  <p>Children will learn about incredible animals that live worldwide. They will explore various animal habitats and compare the animals that live there with animals in their locality. They will learn what all animals need to grow, survive and stay happy and healthy. They will explore animal features and find out how they survive in the wild. They will</p>	<p style="text-align: center;"><b>Big wide world</b></p>  <p style="text-align: center;"><b>Splash</b></p>  <p>In the Big Wide World project, the children will find out about the world in which they live. They will learn about different climates and explore habitats, including their flora and fauna. They will locate the United Kingdom on a world map and compare life in the United Kingdom with life elsewhere. They will also learn about caring for their</p>	<p style="text-align: center;"><b>On the Beach</b></p>  <p style="text-align: center;"><b>Moving on</b></p>  <p>In the Moving On project, children will explore how they have grown and changed through the year. They will celebrate their successes and reflect on what they have learned and how they have developed. The project prepares your child for the next step of their learning as they move into Year 1. In the On the Beach project, your child will</p>

		<p>take part in practical activities to support them to build new friendships and explore what makes a good friend. They will also find out about people in the community who help us, including doctors, nurses, and the emergency services.</p> <p>In the Exploring Autumn project, your child will go on a woodland walk to learn about the seasonal changes that happen in autumn. They will learn about birds and animals that live in the woods and how they survive as the weather gets colder. They will take part in practical and creative activities that will support them to learn about autumn.</p>	<p>changed from when the stories were written. They will also make up their own stories and make masks, props and puppets to act out their stories. In the Sparkle and Shine project, your child will explore different celebrations that take place in autumn and winter, focusing on the significance and symbolism of light at this time of year. They will take part in a variety of creative activities and discover more about how Christmas, Diwali and Hanukkah are celebrated around the world.</p>	<p>They will explore natural phenomena, including rainbows, clouds, rain and wind.</p> <p>They will explore colours found in the natural environment and learn how to mix primary colours to make new colours.</p>	<p>compare the ways that animals are similar and different.</p>	<p>environment, both locally and beyond. In the Splash! project, your child will explore water play and learn about the different forms and bodies of water. They will investigate objects that float or sink and explore capacity.</p>	<p>learn about animals that live in rock pools and on the seashore. They will explore days out at the beach and compare their experiences with beach holidays in the past. They will learn about the animals that live in the sea and find out about worldwide seas and oceans. They will explore the importance of looking after the environment to keep living things safe. They will learn about staying safe at the beach and find out about people who help us.</p>
	<b>Enrichment opportunities</b>	<p><i>Visit to the Library.</i> <i>Westonbirt Arboretum</i></p>	<p>Panto! Bonfire Stories</p>	<p>Roves Farm</p>	<p>Noah's Ark Farm Zoo World Book Day</p>	<p>River Trip</p>	<p>Cotswold Park and Beach</p>
	<b>Parental involvement</b>	<p><i>Parent meetings</i> <i>Tapestry</i></p>					
	<b><i>Lines of enquiry and exploration</i></b>						
	<b><i>Lines of enquiry and exploration</i></b> <b><i>Personal social and emotional development</i></b>	<p><i>Jigsaw: Being Me in My World</i></p>	<p><i>Jigsaw: Celebrating Differences</i></p>	<p><i>Jigsaw: Dreams &amp; Goals</i></p>	<p><i>Jigsaw: Healthy Me</i></p>	<p><i>Jigsaw: Relationships</i></p>	<p><i>Jigsaw: Changing Me</i></p>

		<p><i>Getting to know me.</i></p> <p><i>Making friends</i></p> <p><i>Looking after each other and being kind</i></p> <p><i>Class rules: Behavioural Expectation and systems in the class/boundaries set</i></p> <p><i>Looking after our resources</i></p> <p><i>Introducing Spikey</i></p> <p><i>Building independence with changing and using the toilet</i></p>	<p><i>Looking after our resources</i></p> <p><i>Building independence with changing and using the toilet</i></p>	<p><i>Staying motivated when doing something challenging</i></p> <p><i>Never giving up</i></p> <p><i>Obstacles and support</i></p> <p><i>Life Bus visit to school.</i></p>	<p><i>Being Brave</i></p> <p><i>Online safety</i></p> <p><i>What is a healthy diet?</i></p> <p><i>What do I need to stay healthy?</i></p>	<p><i>Making friends and resolving conflicts</i></p> <p><i>Water safety</i></p>	<p><i>Understanding that everyone is special and unique.</i></p> <p><i>Celebrating achievements</i></p> <p><i>Sun safety</i></p> <p><i>Sportsmanship</i></p> <p><i>Transition to Year 1</i></p>
	<p><b><i>Lines of enquiry and exploration Communication and language</i></b></p>	<p><i>High quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, role-play areas.</i></p> <p><i>Listen and follow simple instructions.</i></p> <p><i>Turn taking in conversation and interactions.</i></p> <p><i>Building confidence to share our ideas.</i></p> <p><i>Extending vocabulary: Amount, size, capacity, pattern Community, Harvest Phonic</i></p> <p><i>Use talk to organise, sequence and clarify thinking.</i></p>	<p><i>High quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, role-play areas.</i></p> <p><i>Listen and follow simple instructions.</i></p> <p><i>Turn taking in conversation and interactions and building social conventions.</i></p> <p><i>Share ideas with classmates.</i></p> <p><i>Use past, present and future forms accurately when taking about events.</i></p> <p><i>Offer explanations about why things happen making use of introduced vocabulary.</i></p> <p><i>Extending sentences. Embedding new words in a range of contexts. Vocabulary: Season, Nativity</i></p>	<p><i>High quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, role-play areas.</i></p> <p><i>Embedding new words in a range of contexts.</i></p> <p><i>Listen and follow more complex instructions</i></p> <p><i>Talk partner work</i></p> <p><i>Speaking in a larger group.</i></p> <p><i>Offer explanations about why things happen making use of introduced vocabulary.</i></p> <p><i>Begin to use more complex sentences to link thoughts when speaking e.g. and because.</i></p> <p><i>Vocabulary: Seed, plant, root, celebration, recipe,</i></p>	<p><i>High quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, role-play areas.</i></p> <p><i>Understanding what we have read.</i></p> <p><i>Recalling and reciting Spring poems</i></p> <p><i>Offer explanations about why things happen making use of introduced vocabulary.</i></p> <p><i>Embedding new words in a range of contexts. Vocabulary: Carnivore, herbivore, omnivore, habitat, reptile Bud, blossom, spring, bulb, plant, life-cycle</i></p>	<p><i>High quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, role-play areas.</i></p> <p><i>Saying "hello" in different languages.</i></p> <p><i>Offer explanations about why things happen making use of introduced vocabulary.</i></p> <p><i>Embedding new words in a range of contexts. Vocabulary: village, town, county, city, country, ocean, environment, recycle</i></p>	<p><i>High quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, role-play areas.</i></p> <p><i>Embedding new words in a range of contexts.</i></p> <p><i>Offer explanations about why things happen making use of introduced vocabulary.</i></p> <p><i>Vocabulary: Beach, Tide, Safety, Habitat, Shore</i></p>

		Square, triangle, circle, rectangle	Developing descriptive words			
<b>Lines of enquiry and exploration Physical development</b>	<p>Funky fingers finger gym Building pencil grip strength</p> <p>Handwriting preparation – large movements</p> <p>Use knives and forks to cut.</p> <p>Holding and controlling a brush.</p> <p>Holding a pencil.</p> <p>Hand washing</p> <p>Exploring mark making with a range of equipment.</p> <p>Handwriting - Curly caterpillar, ladder letter, one armed letters.</p> <p>Getting changed</p> <p>Finding a safe space to move in</p> <p>Stopping and going</p> <p>Exploring small scale equipment.</p>	<p>Funky fingers finger gym Building pencil grip strength</p> <p>Handwriting preparation – large movements</p> <p>Holding scissors – single snips</p> <p>Use knives and forks to cut.</p> <p>Handwriting - Curly caterpillar, ladder letter, one armed letters.</p> <p>Getting changed</p> <p>Finding a safe space to move in</p> <p>Dance – movement to music – using my whole body</p>	<p>Funky fingers finger gym Handwriting – zigzag letters</p> <p>Use knives and forks to cut.</p> <p>Holding and controlling a brush.</p> <p>Exploring mark making with a range of equipment.</p> <p>Getting changed</p> <p>Gymnastics – jumping, balancing, rolling – floor work.</p>	<p>Continuing to refine the size and formation of letters.</p> <p>Getting changed</p> <p>Dance – building a sequence of movements.</p> <p>Levels of movement.</p>	<p>Continuing to refine the size and formation of letters.</p> <p>Using line guides</p> <p>Getting changed</p> <p>Gymnastics – large scale equipment – safety and control</p>	<p>Continuing to refine the size of letters.</p> <p>Using line guides</p> <p>Getting changed</p> <p>Moving at speed</p> <p>Developing throwing</p> <p>Team races</p>
<b>Lines of enquiry and exploration Literacy</b>	<p>Phonics s, a, t, p, l, n, g, o, c, k, ck Tricky words</p> <p>Recognising my name</p> <p>Recognise a capital letter at the start of my name.</p> <p>Rhymes and alliteration.</p>	<p>Phonics ck e u r h b f, ff l, ll ss Orally blend and segment CVC words using the phase 2 phonemes</p> <p>Tricky words the, no, go, l</p> <p>Joining in with familiar stories.</p>	<p>Phonics j v w x y z, zz qu ch sh th ng Orally blend and segment CVC words using the phase 3 phonemes</p> <p>Tricky words me, be he, my, by they, she</p>	<p>Phonics ai ee igh oa oo (long) oo (short) ar or ur ow oi ear air ure er Know the alphabet and then move on to sounds represented by more than one letter. Learn letter names and how to read and spell tricky words.</p>	<p>Phonics Adjacent Consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Learn to read and spell words containing adjacent consonants - Revise and recall all Phase 2 and 3 phonemes - Read and write CCVC and CVCC words Tricky words</p>	<p>Phonics Adjacent Consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Learn to read and spell words containing adjacent consonants - Revise and recall all Phase 2 and 3 phonemes - Read and write CCVC and CVCC words 4 Tricky words</p>

**Working from left to right.  
Anticipating what might happen next in a story.**

**Handle books carefully**

**Look at books independently.**

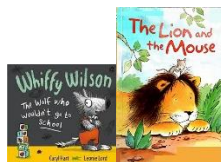
**Hold a pencil using a tripod grip in preparation for writing.**

**Write recognisable letters.**

**Use talk to organise, sequence and clarify thinking.**

**Perform songs rhymes and stories.**

**Make use of props and materials when role playing.**



**The Wolf Who Wouldn't Go to School (Whiffy Wilson)**

**The Lion and the Mouse (Mairi Mackinnon)**



**Leaf Man (Lois Ehlert)**

**Ordering and retelling simple stories.**

**Giving it a go with our writing – writing with a purpose (lists and labels)**

**Describing characters**

**Invent, adapt and recount narratives.**

**Introduce a storyline or narrative into their play.**

**Perform songs rhymes and stories.**

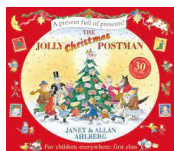
**Make use of props and materials when role playing**



**Little Red Riding Hood**

**The Three Billy Goat's Gruff**

**The Three Little Wolves and the Big Bad Pig (Eugene Trivias)**



**The Jolly Christmas Postman (Allan Ahlberg)**

**Writing simple sentences – phonetically plausible attempts.**

**Use finger spaces between words.**

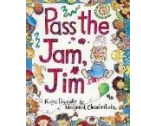
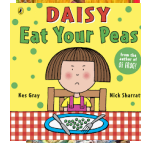
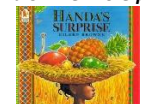
**Begin to break the flow of speech into words.**

**Following recipes and writing simple instructions**

**Read non-fiction books to enhance vocabulary.**

**Perform songs rhymes and stories.**

**Make use of props and materials when role playing**



**Handa's Surprise (Eileen Browne)**

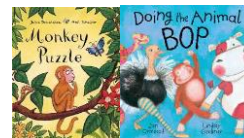
**Daisy, Eat your Peas (Kes Gray)**

**Pass the Jam, Jim (Kaye Umansky)**

**Tricky words we, are you, her all, was**

**Write simple sentences using aids.**

**Read and understand simple sentences.**



**Monkey Puzzle (Julia Donaldson)**

**Doing the Animal Bop (Jan Ormerod)**

**The Koala who Could (Rachel Bright)**

**Perform songs rhymes and stories.**

**Make use of props and materials when role playing**



**The Colour Monster (Anna Llenas)**

**Mrs Noah's Garden (Jackie Morris)**

**said, have, like, so, do, some, come, were, there, little, one, when, out, what**

**Captions.**

**Using capital letters and full stops when writing simple sentences.**

**Re-read books for fluency and pleasure.**

**Read non-fiction books to enhance vocabulary.**

**Perform songs rhymes and stories.**

**Make use of props and materials when role playing**



**Fatou, fetch the water (Neil Griffith)**

**Under the same sky (Britta Teckenthrop)**

**Our world, first book of geography (Sue Lowell Gallion)**



**Commotion in the Ocean (Giles Andreae)**

**The Crocodile who Didn't Like Water (Gemma Merino)**

**said, have, like, so, do, some, come, were, there, little, one, when, out, what**

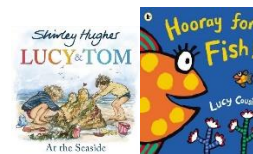
**Independent writing.**

**Use capital letters and full stops to demarcate sentences.**

**Independently read yellow band books.**

**Perform songs rhymes and stories.**

**Make use of props and materials when role playing**



**Lucy and Tom and the Seaside (Shirley Hughes)**

**Hooray for Fish! (Lucy Cousins)**



**Say Goodbye... Say Hello.. (Cori Doerrfeld)**

**Be Brave Little Penguin (Giles Andreae)**

**Some days (Karen Kaufman Orloff)**



*The Teeny Weeny Tadpole*  
(Sheridan Cain)

*When Spring Comes* (Kevin Henkes)

**Lines of enquiry and exploration maths**

Matching and sorting

Comparing amounts, size, mass and capacity

Recognising when a quantity is greater, less than and the same as.

Make comparisons between objects relating to size, length, weight and capacity.

Counting songs and rhymes

Making patterns

Recite numbers in order to 10.

Realise that anything can be counted.

Count three or four objects by saying one number name for each item.

Subitise up to 5.

Experiment with their own symbols and marks.

Cardinal principle

Find 1,2,3

Subitise 1,2,3

Represent 1,2,3

1 more

1 less

Composition of 1,2,3.

Recognising circles and triangles

Shapes in the environment

Describing position

Find, subitise and represent 4 and 5

Composition of 4 and 5.

Identify, combine and name shapes with 4 sides.

Measuring time in simple ways - Night and Day

Ordering key events during the day

Begin to describe a sequence of events by using first and then.

Introduce 0

Find, represent and subitise to 5.

1 more and 1 less

Exploring and comparing mass and capacity.

Find a balance.

Comparing numbers to 5- bigger, smaller, equal.

Equal and unequal groups

Number bonds to 5 using songs and resources such as Numicon.

Exploring the numbers 6,7 and 8.

Making pairs and combining two groups.

Double to 8. Make a double and find a double.

Find the total of items in two groups by counting all of them.

Count ten objects by saying one number name for each item.

Explore and compare length, height and order time.

9 and 10 – representation

1 more and 1 less (numbers to 10)

Comparing numbers to 10

Estimate how many objects they can see and check by counting them.

Bonds to 10 (2 parts)

Make arrangements to 10

Bonds to 10 (3 parts).

Talk about and explore 2D and 3D shape

Select shapes appropriately – flat surfaces for building, a triangular pattern for a roof.

Notice and correct an error in a repeating pattern.

Identify more complex patterns.

Patterns in the environment.

Numbers beyond 10

Verbally count beyond 20

Number patterns beyond 10

Building numbers to 20

Ordering to 20

Unknown quantities when adding and taking away.

Compose and decompose shapes.

Rotate and manipulate shapes in order to develop spatial reasoning skills.



*20 Big Trucks in the middle of the Street*  
(Mark Lee)

*Monster Math*  
(Anne Miranda)

Exploring grouping and sharing

Odd and even

Building doubles

Replicate and build scenes and constructions

Describe positions

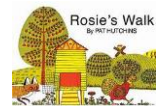
Explore mapping

Give instructions to build





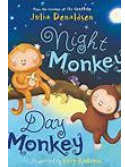


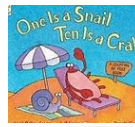

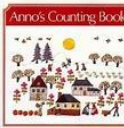
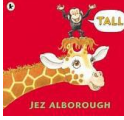
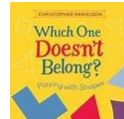


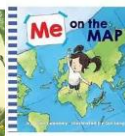
Deepen understanding in patterns.



*Two of Everything*  
(Lily Toy Hong)



*Rosie's Walk*  
(Pat Hutchins)

		  <p><b>Crash! Boom!</b> (Robie H Harris)</p> <p><b>Tad</b> (Benji Davis)</p>   <p><b>Witches Four</b> (Marc Brown)</p> <p><b>How do Dinosaurs count to ten?</b> (Jane Yolen)</p>	 <p><b>Triangle 1 &amp; Circle</b> (Mac Barnett)</p>  <p><b>Night Monkey, Day Monkey</b> (Julia Donaldson)</p>	<p><i>Experiment with their own symbols and marks as well as numerals.</i></p> <p><i>Begin to use vocabulary involved in adding and subtracting.</i></p>  <p><b>None the Number</b> (Oliver Jeffers)</p>  <p><b>Simon Sock</b> (Sue Hendra &amp; Paul Linnet)</p>   <p><b>One is a Snail, Ten is a Crab.</b> (April &amp; Jeff Sayre)</p> <p><b>How Many Legs?</b> (Kes Gray &amp; Jim Field)</p>  <p><b>Anno's Counting Book</b> (Mitsumasa Anno)</p>	 <p><b>Tall</b> (Jez Alborough)</p>  <p><b>Which One Doesn't Belong?</b> (Christopher Danielson)</p>  <p><b>Changes, Changes</b> (Pat Hutchins)</p>		  <p><b>The Secret Path</b> (Nick Butterworth)</p> <p><b>Me on the Map</b> (Joan Sweeney)</p>
	<p><b>Lines enquiry</b> <b>Understanding the World</b></p>	<p>People who help us in the community</p> <p>My family</p> <p>My school</p> <p>Harvest</p>	<p>Celebrations: Diwali Hanukkah Christmas</p> <p>Seasons - Autumn</p>	<p>Celebrations: New Year Chinese New Year</p> <p>E-safety day</p> <p>Investigate - Is it waterproof?</p>	<p>Seasons – Spring</p> <p>What is a habitat?</p> <p>Lifecycles</p> <p>What do animals eat?</p>	<p>Children around the World – comparing language, food, houses, buildings</p> <p>Maps – making maps and understanding simple symbols.</p>	<p>Who lives in a Rockpool?</p> <p>Seaside holidays past and present</p> <p>Special places – churches, mosques, temples</p>

		<p><i>Native woodland animals; What is a wild animal?</i></p> <p><i>Seasons – Autumn – what changes will begin to happen soon?</i></p>	<p><i>When were traditional tales written – how has life changed?</i></p> <p><i>Nativity</i></p> <p><i>Investigate - Light and dark.</i></p> <p><i>Remembrance Day</i></p>	<p><i>Weather watch</i></p> <p><i>Investigate - Rainbows</i></p> <p><i>Fruits – where do they come from? What is a seed?</i></p>	<p><i>Investigate - camouflage</i></p> <p><i>Easter</i></p>	<p><i>Beebot – programming Beebot around a grid.</i></p> <p><i>River habitats</i></p> <p><i>Water safety</i></p> <p><i>Investigate - Floating and Sinking</i></p>	<p><i>Sea creatures around the world</i></p> <p><i>Seasons - Summer</i></p> <p><i>Recycling and ocean health</i></p>
	<p><b><i>Lines of enquiry Expressive Arts and Design</i></b></p>	<p><i>Exploring the make it area – being independent.</i></p> <p><i>Transient autumnal art</i></p> <p><i>Colouring mixing – oranges and browns</i></p> <p><i>Caring for my equipment</i></p> <p><i>How to hold and manipulate a brush.</i></p> <p><i>Music:</i> <i>Learn to sing nursery rhymes and action songs:</i></p> <p><i>Pat-a-cake</i> <i>1, 2, 3, 4, 5, Once I Caught A Fish Alive</i> <i>This Old Man</i> <i>Five Little Ducks</i> <i>Name Song</i> <i>Things For Fingers</i></p> <p><i>Listening and responding to different styles of music</i> <i>Embedding foundations of the interrelated dimensions of music</i> <i>Learning to sing or sing along with nursery rhymes and action songs</i> <i>Improvising leading to playing classroom instruments</i> <i>Singing and learning to play instruments within a song</i></p>	<p><i>Exploring the make it area – being independent.</i></p> <p><i>Starry night collage</i> <i>Van Gogh</i> <i>Using and applying runny glue.</i> <i>Exploring blue.</i></p> <p><i>Building bridges for The Three Billy Goats Gruff</i></p> <p><i>Making strong houses for the Three Little Pigs.</i></p> <p><i>Fixing and joining materials</i></p> <p><i>Puppet play</i></p> <p><i>Music:</i> <i>Learn to sing nursery rhymes and action songs:</i></p> <p><i>I'm A Little Teapot</i> <i>The Grand Old Duke Of York</i> <i>Ring O' Roses</i> <i>Hickory Dickory Dock</i> <i>Not Too Difficult</i> <i>The ABC Song</i></p> <p><i>Listening and responding to different styles of music</i> <i>Embedding foundations of the interrelated dimensions of music</i> <i>Learning to sing or sing along with nursery rhymes and action songs</i></p>	<p><i>Exploring the make it area – being independent.</i></p> <p><i>Exploring collage further – cutting shapes.</i> <i>Giuseppe Acrimboldo</i></p> <p><i>Observation painting of fruits and vegetables – selecting appropriate colours.</i></p> <p><i>Colour mixing</i></p> <p><i>Wind chimes – construction and design</i></p> <p><i>Music:</i> <i>Learn to sing nursery rhymes and action songs:</i></p> <p><i>Wind The Bobbin Up</i> <i>Rock-a-bye Baby</i> <i>Five Little Monkeys Jumping On The Bed</i> <i>Twinkle Twinkle</i> <i>If You're Happy And You Know It</i> <i>Head, Shoulders, Knees and Toes</i></p> <p><i>Listening and responding to different styles of music</i> <i>Embedding foundations of the interrelated dimensions of music</i> <i>Learning to sing or sing along with nursery rhymes and action songs</i></p>	<p><i>Studying animal patterns – shapes, patterns, textures and colours.</i> <i>Creating a simple printing block.</i></p> <p><i>Using chalks – looking closely at feathers</i></p> <p><i>Animal dens – clay (pinch, roll and cut) and natural materials</i></p> <p><i>Music:</i> <i>Learn to sing nursery rhymes and action songs:</i></p> <p><i>Old Macdonald</i> <i>Incy Wincy Spider</i> <i>Baa Baa Black Sheep</i> <i>Row, Row, Row Your Boat</i> <i>The Wheels On The Bus</i> <i>The Hokey Cokey</i></p> <p><i>Listening and responding to different styles of music</i> <i>Embedding foundations of the interrelated dimensions of music</i> <i>Learning to sing or sing along with nursery rhymes and action songs</i> <i>Improvising leading to playing classroom instruments</i> <i>Singing and learning to play instruments within a song</i></p>	<p><i>Jackson Pollack "Action painting"</i> <i>Exploring the fluidity and dilution of paint.</i></p> <p><i>"Hello to All the Children of the World." Song</i></p> <p><i>Exploring musical instruments from around the world.</i></p> <p><i>Music:</i> <i>Listening and appraising Funk music</i> <i>Embedding foundations of the interrelated dimensions of music using voices and instruments</i> <i>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</i> <i>Playing instruments within the song</i> <i>Improvisation using voices and instruments</i> <i>Riff-based composition</i> <i>Share and perform the learning that has taken place</i></p>	<p><i>Observational drawing of shells with pencil.</i></p> <p><i>Water and sand landscape collage.</i></p> <p><i>Creating boats from junk.</i></p> <p><i>Making stained glass windows</i></p> <p><i>Music:</i> <i>Consolidate the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music</i></p>



		<i>Share and perform the learning that has taken place</i>	<i>Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</i>	<i>Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</i>	<i>Share and perform the learning that has taken place</i>		
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