

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Let's Celebrate	Planet Earth	Inventions	Amazing Animals	Britain
Focus topics	People who help us Similarities and differences Ourselves Being kind	Celebrations Autumn Good vs Bad	Winter Antarctica Customs around the world Contrasting localities	Bicycles (links to class book) Spring Easter	Life cycles (frogs) African Animals Plants and Vegetables	Summer – Beaches and Forests Past and present – changing seaside holidays.
'Wow' moments/key events	Baseline Little City Visit Harvest Parent Share Weekly story and share sessions with Nursery.	Diwali Guy Fawkes/Bonfire Night Remembrance Sunday Autumn Walk Nativity (visit local church) Christmas Weekly story and share sessions with Nursery.	Chinese New Year Winter walk Food tasting around the world. (China) Weekly story and share sessions with Nursery	Spring Walk Easter Weekly story and share sessions with Nursery Mothers' Day World Book Day Gardening week EYFS – Parent share- World Book Day	Animal Educational Visit St George's Day Caterpillar metamorphosis Weekly story and share sessions with Nursery. Gardening week	Summer walk Sports Day Weekly story and share sessions with Nursery. Fathers' Day Forest/beach educational visit. Transition to KS1

Key texts	Talk for Writing: Stuck in the mud (Pie C Corbett) Nativity		Talk for Writing: Magic Porridge Pot (Pie Corbett)		Talk for Writing: Handa's Surprise	
	Key Texts: Once there were Giants Here to help The Colour Monster Ten things found in a wizard's pocket by Ian McMillan Little People- Florence Nightingale	Key Texts: The Gingerbread man The Three Billy Goats Gruff The Gruffalo The Supertato series	Key Texts: Lost and Found We are going on a Lion Hunt Owl Babies The Owl and the Pussycat Little People- Ernest Shackleton Tenzing Norgay	Key Texts: Whatever Next Mrs Armitage on Wheels Little people Zaha Hadid Easter Story	Key Texts: Monkey Puzzle Handa's Hen My butterfly bouquet Godfrey is a frog Little people- Mary Anning	Key Texts: Lighthouse Keeper's Lunch Mr Grumpy's Outing The Singing Mermaid Happiness by AA Milne
Literacy-Comprehension	<p>Range 5</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end <p>• <i>Beginning to understand how and why questions.</i></p> <p>Range 6</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play 					

	<ul style="list-style-type: none"> • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • <i>Beginning to understand humour eg nonsense rhymes and jokes.</i> • <i>Able to follow a story without pictures or prompts.</i> • <i>Listens and responds to ideas expressed by others in conversation or discussion.</i> • <i>Understands questions such as who, why, when, where, how.</i> 					
Literacy – Word Reading	<p>S, a, t, p, i, n, m, d,</p> <p>Tricky words – I, the, to</p> <p>Recognises familiar words and signs such as own name</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>g, o, c, k, ck, e, u, r, h, b, l, f, ff, ll, ss</p> <p>Tricky Words – no, go, into, of</p> <p>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes</p>	<p>Recap of Phase 2 sounds</p> <p>j, v, w x, y, z, zz</p> <p>qu, ch, sh, th, ng,</p> <p>Tricky Word – he, she, we, me, be</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge</p>	<p>ai, ee, igh, oa, oo, oo, ar, or, ur</p> <p>Tricky Words – was, you, they, all</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p> <p>Engages with books and other reading materials</p>	<p>ow, oi, ear, air, ure, er</p> <p>Tricky Words - are, my, her, said, like</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their</p>	<p>Embedding of phase 2 and 3 sounds and tricky words.</p> <p>Phase 4 introduction.</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to</p>

	<p>Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<p>drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p> <p>Begins to read some phase 2 high frequency words, and to use developing knowledge of letters and sounds that have been taught to read simple phonically decodable words and simple sentences</p>	<p>to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Begins to read some phase 3 high frequency words, and to use developing knowledge of letters and sounds that have been taught to read simple phonically decodable words and simple sentences</p>	<p>at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Begins to read some phase 3 high frequency words, and to use developing knowledge of letters and sounds that have been taught to read simple phonically decodable words and simple sentences</p>	<p>knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Can read most phase 2 and 3 high frequency words, and to use knowledge of letters and sounds that have been taught to consistently read simple phonically decodable words and simple sentences</p>	<p>decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge,
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						including some common exception words.
Literacy - Writing	<p>Handwriting</p> <p>There is a clearly sequenced progression in handwriting and is developmentally appropriate to the individual child. Letter formation will be taught in discrete lessons as well as introduced when the phonic sound is being taught. Gross and fine motor skills are developed first so that children can control their movements, and their proprioception skills have developed. The patterns of letters will be taught large scale using various mark making tools first so that children's cognitive overload is less. The writing framework is used as a guide, and the teaching of writing is based on research.</p>					

	<p>Gives meaning to their drawings and paintings Starts to develop phonic knowledge by linking sounds to letters, naming and sounding s, a, t, p, i, n, m, d, g,</p> <p>Large scale letter formation patterns using variety of mark making tools</p> <p>Recognise their name and the shape of the letters.</p>	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together, using the sounds taught.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding, o, c, k, ck, e, u, r, h, b, l, ff, ll, ss</p> <p>Uses their developing phonic</p>	<p>Developing the ability to segment the sounds in words and blend them together, using the sounds taught.</p> <p>Continues to develop phonic knowledge by linking sounds to letters, naming and sounding j, v, ,w, x, y, z, zz, qu, ch, sh, th, ng</p> <p>To write simple phonetically plausible words.</p> <p>To write simple phrases such as 'The red bus.'</p> <p>Learn to spell l to ll</p> <p>Letter formation</p>	<p>Continues to develop phonic knowledge by linking sounds to letters, naming and sounding ai, ee, igh, oa, oo, oo, ar, or, ur,</p> <p>Start to write simple sentences and phrases and begin to use full stops and capital letters, as well as finger spaces.</p> <p>Learn to spell – the, no, go</p> <p>Letter formation</p>	<p>Continues to develop phonic knowledge by linking sounds to letters, naming and sounding ow, oi, ear, air, ure, r</p> <p>To write sentences that can be read by others.</p> <p>Learn to spell into, of</p> <p>Letter formation</p>	<p>Learn to spell – he, she, we, me, be</p> <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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		<p>knowledge to write things such as Christmas cards. e.g. to, mum, dad</p> <p>Name writing</p> <p>Beginning to use letters and writing recognisable letters in sequence.</p>				
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Maths	<p>Continuous Provision</p> <p><i>Daily routine</i> - Days, date, weather, months, seasons, birthdays, special occasions, counting children in class, timetables. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Numeral recognition to 20 and beyond. Repeating patterns. Becomes familiar with measuring tools in everyday experiences and play</p> <ul style="list-style-type: none"> • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p>					
C,O and C-counting, ordinality and cardinality	<p>Baseline Assessment</p> <p>Mastering Number</p> <p>Weeks 1-4</p> <p>Subitising</p> <p>Subitising within 3</p> <p>Subitise objects and sounds</p> <p>Counting.</p> <p>Ordinality and cardinality</p> <p>Focus on counting skills</p> <p>Composition</p> <p>Explore how all numbers are made of 1s</p>	<p>Mastering Number</p> <p>Weeks 5-10</p> <p>Comparison</p> <p>Comparing of sets- 'just by looking'</p> <p>Comparison of sets- by matching</p> <p>C,O and C</p> <p>Focus on counting skills</p> <p>Focus on the 'five-ness of 5'</p> <p>Practise object counting skills</p> <p>Match numerals to quantity within 10</p> <p>Verbal counting beyond 20</p>	<p>Mastering Number</p> <p>Weeks 11-15</p> <p>Subitising</p> <p>Subitising within 5 focussing on die patterns.</p> <p>Match numerals to quantities within 5</p> <p>C,O and C</p> <p>Counting- focus on ordinality and the 'staircase' pattern.</p> <p>See that each number is one more than the</p>	<p>Mastering Number</p> <p>Weeks 16-20</p> <p>C,O and C</p> <p>Focus on the 'staircase' pattern and ordering numbers</p> <p>Comparison</p> <p>Focus on ordering of numbers to 8</p> <p>Use language of less than</p> <p>Composition</p> <p>Focus on 7</p>	<p>Mastering Number</p> <p>Weeks 21-25</p> <p>Subitising</p> <p>Subitising to 6, including in structured arrangements</p> <p>C,O and C</p> <p>Counting- larger sets and things that cannot be seen</p> <p>Comparison</p> <p>Comparison-linked to ordinality</p> <p>Play track games</p> <p>Composition</p>	<p>Mastering Number</p> <p>Weeks 26</p> <p>Subitise to 5</p> <p>Introduce the Rekenrek</p> <p>Review and assess</p> <p>Patterns</p> <p>Odds and evens</p> <p>Measures</p> <ul style="list-style-type: none"> • Enjoys tackling problems involving

	<p>Focus on composition of 3 and 4</p> <p>Pattern Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p>	<p>Composition Explore the concept of 'whole' and 'part'</p> <p>Focus on composition of 3,4,5</p> <p>Pattern • Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</p> <p>Shape 2D shapes • Uses informal language and analogies, (e.g. heart-shaped</p>	<p>previous number Composition Focus on 5 Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison more than, fewer than, an equal number to Make unequal sets equal</p> <p>Pattern • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</p> <p>Spatial</p>	<p>Doubles- explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes- odd and even numbers</p> <p>Shape 2D and 3D shapes</p> <p>Measures • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</p>	<p>Composition- '5 and a bit' Composition – of 10</p> <p>Patterns Odds and evens</p> <p>Shape Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p>	<p>prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</p>
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		and hand-shaped leaves), as well as mathematical terms to describe shapes	Awareness <ul style="list-style-type: none"> • May enjoy making simple maps of familiar and imaginative environments, with landmarks Measures			
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, whole class and small group discussions, RSHE sessions, story sessions, singing, and speech and language interventions. Individual speech and language assessments carried out where required. NELI used as an intervention.					
	<p>Understand how to listen carefully and why listening is important</p> <p>Develop social phrases</p> <p>e.g good morning</p> <p>Use Makaton to sign good morning and good afternoon.</p>	<p>Links to festivals, children’s experiences, talking about shared experiences.</p> <p>Develop social phrases</p> <p>Retell the story, once they have</p>	<p>Links to festivals, children’s experiences, talking about shared experiences.</p> <p>Extending vocabulary linked to the topics.</p> <p>Retell the story, once they have developed a deep</p>	<p>Links to festivals, children’s experiences, talking about shared experiences.</p> <p>Extending vocabulary linked to the topics</p> <p>Retell the story, once they have developed a deep</p>	<p>Links to festivals, children’s experiences, talking about shared experiences.</p> <p>Extending vocabulary linked to the topics</p> <p>Retell the story, once they have developed a</p>	<p>Links to festivals, children’s experiences, talking about shared experiences.</p> <p>Extending vocabulary linked to the topics</p> <p>Retell the story, once they have developed a deep</p>

	<p>Retell the story, once they have developed a deep familiarity with the text, partly as exact repetition and partly in their own words</p> <p>Harvest Songs</p> <p>Extending vocabulary linked to the topics.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Who? Where? When?</p>	<p>developed a deep familiarity with the text, partly as exact repetition and partly in their own words</p> <p>Christmas songs</p> <p>Extending vocabulary linked to the topics.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Who? Where? When?</p>	<p>familiarity with the text, partly as exact repetition and partly in their own words</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Why?</p>	<p>familiarity with the text, partly as exact repetition and partly in their own words</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>How do you know?</p>	<p>deep familiarity with the text, partly as exact repetition and partly in their own words</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>familiarity with the text, partly as exact repetition and partly in their own words</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>
Physical Development	Gross (Dance and Gymnastics)	Gross (Gymnastics)	Gross (Invasion Games)	Gross (Ball Skills)	Gross (Sports Day practice)	Gross

	<p>Choosing to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Travels with confidence and skill around, under, over and through, balancing and climbing equipment</p>	<p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p>	<p>Choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p>	<p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p>
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			speed or changing direction to avoid obstacles			
	<p>Fine Fine motor skills are assessed termly, and activities are planned to match the child's level of development. Activities are provided daily matched to the child's need but fine motor skills are also incorporated through the continuous provision and enhancements. It is also linked to the development of writing through Reception.</p>					
Personal, Social and emotional development	<p>Self-Regulation: Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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>Colour monster Express their feelings and consider the feelings of others</p> <p>See themselves as a valuable individual.</p>	<p>Colour monster Identify and moderate their own feelings socially and emotionally</p>	<p>Colour monster Develop strategies to help regulate behaviour (Zones of regulation)</p>		<p>Whole class games that involve waiting and controlling immediate impulses. Simon says Duck Duck Goose Musical Statues</p>	
	<p>Managing Self: Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 13 • Explain the reasons for rules, know right from</p>					

	wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices					
	Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing •	Rules and expectations	Ernest Shackleton Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing: • having a good sleep routine	Know and talk about the different factors that support their overall health and wellbeing. • e.g. sensible amounts of 'screen time' (inventions)		Know and talk about the different factors that support their overall health and wellbeing: • being a safe pedestrian
	Building Relationships: Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.					
	Build constructive and respectful relationships.		Turn taking games		Handa's surprise Think about the perspectives of others.	
Understanding the World	Past and Present	Enjoy joining in with family	Compare and contrast	Enjoy joining in with family	Compare and contrast	Comment on images of

	<p>Talk about past and present events in their own life and in the lives of family members - (Getting to know you!)</p> <p>Talk about members of their immediate family and community. (Little City – jobs)</p>	<p>customs and routines</p> <p>Comment on images of familiar situations in the past. (Christmas in the past)</p> <p>Castles (prior learning for KS1)</p>	<p>characters from stories, including figures from the past. (Ernest Shackleton – being cold, being stuck and needing help and another explorer...Tenzig Norgay)</p>	<p>customs and routines (Easter, Mother’s Day)</p> <p>Changes in the bicycle-experiences and books</p>	<p>characters from stories, including figures from the past. (St George)</p>	<p>familiar situations in the past. - Seaside</p> <p>Enjoy joining in with family customs and routines (Father’s Day)</p>
	<p>People, Culture and Communities</p> <p>Know that other children do not always enjoy the same things, and is sensitive to this (Getting to know you – likes and dislikes)</p>	<p>Understand that some places are special to members of their community (Remembrance Day Christmas and church)</p> <p>Celebration of Diwali</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Chinese New Year)</p> <p>Study people living in different communities (Cold climates)</p>	<p>Significant cultural events (Mothers’ Day and Easter)</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. (Africa)</p>	<p>Life in this country and life in other countries. Maps</p>

			Life in this country and life in Antarctica and Arctic.			
	<p>The Natural World</p> <p>Forest Frolics</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Make observations of animals and plants and begin to explain why some things occur, and talks about changes – Autumn Walk</p> <p>Forest Frolics</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Make observations of animals and plants and explain why some things occur, and talk about changes- Winter Walk</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Look closely at similarities, differences, patterns and change in nature (Antarctica/ England)</p> <p>Recognise some</p>		<p>Look closely at similarities, differences, patterns and change in nature - (Caterpillars)</p> <p>Forest Frolics</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>· Talk about the features of their own immediate environment and how environments might vary from</p>	<p>Make observations of animals and plants and explain why some things occur and talk about changes and begin to think about why they happen. (Summer Walk)</p> <p>Forest Frolics</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p>

			<p>environments that are different from the one in which they live. (Antarctica/ England)</p> <p>Forest Frolics</p> <p>Changes in matter- Ice</p>		<p>one another (Africa)</p> <p>Recognise some environments that are different from the one in which they live. (Africa, Antarctica, England)</p>	
Expressive Arts and Design	<p>Creating with Materials: Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Colour monster)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to</p>	<p>Create collaboratively, sharing ideas, resources and skills. (Building castles, Woodwork-manger)</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (landscapes)</p>	<p>Create collaboratively, sharing ideas, resources and skills (wooden rocket)</p> <p>Design and make their own parachute using a variety of media materials</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (landscapes)</p>	

	represent them (Faces)					
	Being Imaginative and Expressive: Listen attentively, move to and talk about music, expressing their feelings and responses (Animal Bop, Music and emotions) Sing in a group or on their own, increasingly matching the pitch and following the melody (Harvest)	Create collaboratively, sharing ideas, resources and skills. (Singing Christmas songs and dance) Listen attentively, move to and talk about music, expressing their feelings and responses (Fireworks) Listen attentively, move to and talk about music, expressing their feelings and responses (pantomimes)	Listen attentively, move to and talk about music, expressing their feelings and responses (Chinese New Year and dragon dance)		Listen attentively, move to and talk about music, expressing their feelings and responses (African music) Listen attentively, move to and talk about music, expressing their feelings and response (visitors into school) Sing in a group or on their own, increasingly matching the pitch and following the melody (animal songs)	Sing in a group or on their own, increasingly matching the pitch and following the melody (sea shanties)

SMSC	Sense of place Understands and respects equality and diversity Participation Collaborative	Participation Builds links Risk taker	Determined and resilient Curious Builds links Collaborative	Independent thinker Imaginative and creative Resourceful	Sense of place Risk Taker Curious	Build links Respectful, active citizen Sense of place
Assessment	Baseline Ongoing Phonic assessment Language Screener	Ongoing Phonic assessment Data drop	Ongoing Phonic assessment	Ongoing Phonic assessment Data drop	Ongoing Phonic assessment	Ongoing Phonic assessment EYFS profile

EYFS (Reception) Curriculum Overview/Long Term Plan