



Long Term Plan EYFS 2024-2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																																		
Key Question		What is special to us? (themselves, families, likes, dislikes, interests, toys, places, stories, special jobs)	Who celebrates what? (festivals Of light)	How do things move? ... (people, animals, transport)	Once upon a time? (explore fairy and traditional tales, history, events, people)	Where do you call home? (countries, climate, ice worlds, deserts, habitats, houses and homes past and present)	What does change looks like? (weather, seasons, transition, health and self-care)																																																																																																		
Area of Learning	Strand of Learning																																																																																																								
Oracy - 4 areas Physical Cognitive Linguistic Social and Emotional		Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a friend or familiar adult. Look at the speaker. Ask a relevant question about a story.	Describe an experienced event to a partner including 'and' to elaborate. Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5).	Use gestures to support meaning eg in T4W Ask relevant questions. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Use 'because', 'then' 'but' when explaining their plan and outcomes.	Explain how or why something happened using 'because' or 'so'. Use 'if' and 'might' to explain how they could improve their work next time.																																																																																																		
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Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from the teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>																																																																																																								

<p>Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware and NELI. Throughout the year children will: Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics.</p>	<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Welcome to Reception Talk about experiences familiar to them Show an interest in other people's lives Begin to follow instructions Learn new routines Model talk routines through the day e.g. Good morning how are you? Talk about and share celebrations familiar to the children Share likes and dislikes Talk about how our families and homes are similar/different</p>	<p>Develop key vocabulary through provision, routines and carefully selected stories Listen and respond to stories; with a focus around sequencing, prediction (through 1:1 and whole class story sessions) Talk about and share celebrations familiar to the children, taking part in discussions whilst remember the importance to listen carefully Describe events (Diwali, Bonfire Night etc) using stories, videos and personal experiences Listen to and engage in and talk about non-fiction texts</p>	<p>Continue to develop key vocabulary through provision, routines and carefully selected stories Develop and promote the ability to ask how and why questions Introduce Poetry Basket to develop awareness of rhyme Introduce weekly word studies Listen and respond to stories; encouraging children to join in with repeated refrains Talk about experience of wheeled toy day using sentence stems to develop sentence structure Listen to and talk about the past using stories, images and videos to promote an understanding</p>	<p>Continue to and embed key vocabulary through provision, routines and carefully selected stories Continue to learn, embed and recite rhyme using Poetry Basket Develop children's story language further using Talk for Writing Talk about similarities and differences from the past: Philippe Petit using conjunctions 'because' and 'so' to encourage children to further explain their thoughts Form and discuss opinions which might be different to others, whilst learning how to tolerate this Outdoor Area building work: observe and discuss the changes we see taking place. Create a timeline</p>	<p>Continue to and embed key vocabulary through provision, routines and carefully selected stories Observe and discuss different habitats using sentence stems and structures to articulate their understanding Ask questions based on what they hear and see Talk about similarities and differences of contrasting environments Articulate a life cycle they have seen</p>	<p>Continue to and embed key vocabulary through provision, routines and carefully selected stories Talk about experiences they've had this year Share feelings of what they anticipate for Year 1 Listen to each other's feelings about transition, respond appropriately and kindly to each other Ask and answer questions about changes they are encountering and observe around them Observe and discuss changes they can see from baby photos</p>
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				<p>Observe and discuss the changes we see taking place. Create a timeline and share ideas around what we would like to see.</p>	<p>and share ideas around what we would like to see.</p>			
<p>Personal, Social and Emotional</p> <p>Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.</p>	<p>Building Relationships</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
		<p>Welcome to Reception Begin to establish relationships with adults and peers Learning and follow new routines Communicate with adults and peers how they feel Take responsibility for themselves: tidying up, going to the toilet, putting on their coat Create class rules</p>	<p>Take part in new experiences; Discuss strategies to manage fear or excitement Continue to develop and embed new routines and relationships formed in Autumn 1 Take responsibility for their own actions Talk about self-help techniques Develop friendships and teach children how to be supportive and respectful of one another Provide children with opportunities to talk about how they have overcome challenges online</p>	<p>Develop emotional literacy Develop vocabulary to describe emotions Talk about how to keep ourselves healthy Children share photos of their routines at home Continue to support children's changing relationships and dynamics within friendships Discuss why we need to take turns, tidy up after ourselves whilst embedding new routines Learn ways to stay safe using technology using Smartie the Penguin</p>	<p>Continuing to support children's changing relationships and dynamics within friendships Consider how our behaviour effects the way our friends feel and how this can impact our friendships Develop an awareness of wider school life and how we can build relationships with others;</p>	<p>Discuss ways to manage fear or excitement Consider what in this world we need to care for and how we can look after our planet Set up Bug Hotels and create new habitats for the wildlife around us Help children to use strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space, counting to 10</p>	<p>Share ideas to manage fear, excitements and other emotions Winning and/or losing; support children to manage their emotions Show resilience and perseverance if things don't go their way Transition in to year 1; support children to understand how they feel about this experience Maintaining and extending relationships with new adults Oral Health workshop; talk about other ways to keep our body healthy.</p>	

Physical Development

Children will also have the opportunity to take part in Physical Educational sessions delivered by an external coach in Summer 2.

Gross Motor Skills

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Fine Motor Skills

A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child's individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to fasten their own buttons, laces and zips.

There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children's pencil grip will be monitored and supported throughout, at their own appropriate level.

Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children's next steps.

REAL PE

Shoulder Pivot

Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck.

Painting with mops, digging, painting in big spaces, sweeping, pushing large objects, scooter play.

Elbow Pivot

Children will be able to use movement further down their arm.

Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.

Wrist Pivot

Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.

Threading, sewing, lacing pictures, water and sand play

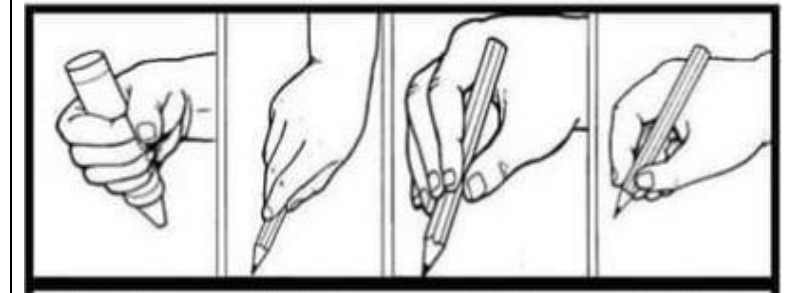
Fine Motor Strength

Children need to develop their fine motor skills. This means muscles in their hands can strengthen.

Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.

Pencil Grip Development

According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.



Children will develop their coordination and learn a static balance.



Children will develop their sending and receiving of a ball.



Children will develop their jumping and landing skills and a new static balance.



Children will develop their rolling, bouncing and stopping of a ball.



Literacy Possible Texts

Comprehension

Texts are carefully planned out to ensure a wide expose to different genres and authors. A love for reading is promoted through daily story times and weekly library visits. The children have a Year 4 reading buddy who reads with them every week. Reading is shared with parents/carers through Tapestry, secret Readers and other workshops.

Writing Opportunities	Writing	The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's' needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.					
		Draw a family picture Draw and label a self portrait Create a map of their journey to school	Wanted poster What would we need to take to space? Speech bubble: Whatever Next	Christmas thank you letter Instructions/planning linked to Drive in movie Day Continue the story Dear Zoo Captions for Mr Gumpy's Motor Car and the Naughty bus	Talk for Writing: The Three Little Bears Instructions (How to make gingerbread) Sentence writing linked to favourite tales	Non Fiction linked to animals from different habitats Recount linked to the life cycle of a butterfly	Non Fiction linked to changes in their life Sentence writing linked to seasons and ideas around transitions they're experiencing from Reception to Year 1
	Skills Focus	Talking and describing the marks made Drawing a map Writing lists and labels	Write a list Beginning to use adjectives Writing in phrases	Structure of a letter or message Beginning to write in sentences Writing facts Using repeated refrains Begin to use capital letters and full stops	Using story vocabulary Using verbs in writing Refining sentences Develop the use of capital letters and full stops	Writing facts Include time openers Develop the use of capital letters and full stops	Develop stamina in writing Write multiple sentences Develop the use of capital letters and full stops

Reception Long Term Maths Plan Autumn Term

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Baseline Assessments			Number: Place Value numbers 1-5			Number: Addition Sorting into groups		Comparing groups - quantities of identical objects	Comparing groups - quantities of non-identical objects.	Number: Change with 5 Addition one more within 5		Number: Change with 5 Subtraction one less within 5	
NUMBER Children should have a deep understanding of the numbers 1-5 including the composition of numbers 1-5 and be able to represent the composition using a part whole model. Children can subitise numbers to 5. Children are beginning to automatically recall number bonds to 5. E.g. 4 buttons - I can see a group of 2 and another group of 2					NUMERICAL PATTERNS Children should be able to count to 10 independently, understanding the pattern of the counting system is always adding one more. Children should be able to count one to one correspondence to 5 and know the last number is the final total. Children should revisit 'all gone' and see the connection to zero. Children should be able to compare two groups using more than, less than and then same/ equal				WIDER MATHS Children should be able to use the language of capacity, size and mass e.g. big, little, large, small, tall, short. Children should be able to make a simple repeating pattern with at least 3 units and spot mistakes within a pattern. Children should recognise and describe some simple 2D shapes e.g. circle, triangle and square. Children should be able to use the language of time of day e.g. day, night, morning, afternoon, before, after, day, tomorrow				

Reception Long Term Maths Plan Spring Term

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Addition and Subtraction: Number to 5: introducing zero		Addition and Subtraction: Number bonds to 5		Place value: Numbers to 10: Counting 6, 7, 8	Place value: Numbers to 10: Counting 9 and 10	Addition and Subtraction: Addition to 10: combining two groups to find the whole		Addition and Subtraction: Addition to 10 Number bonds to 10- ten frame		Addition and Subtraction: Addition to 10 Number bonds to 10- part-whole mode	
NUMBER Children should have a deep understanding of the majority of the numbers 1-8 and using resources be able to represent the composition of numbers using a part whole model. Children can order some numbers applying their number knowledge. Children can confidently subitise a small number of objects and use familiar concept images e.g. tens frame, fingers etc. Children are beginning to automatically recall number bonds to 5.				NUMERICAL PATTERNS Children should be able to verbally count to 20, understanding the pattern of the counting system is always adding one more and understanding that when you count backwards it is one less. Children should be able to count one to one correspondence to 10 in different contexts and compare two quantities using the language of more/ greater or fewer than and same/ equal.				WIDER MATHS Children will be able to use the language of weight to make comparisons and identify the heaviest and lightest. Children can make pairs of objects and measure using nonstandard units. Children can explore and manipulate 3D shapes			

Reception Long Term Maths Plan Summer Term

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Place value: Numbers to 10: Comparing groups up to 10	Geometry: Exploring patterns simple / complex patterns	Number: Addition and Subtraction Count on and back Adding by counting on		Number: Addition and Subtraction Count on and back Taking away by counting back		Number and Place value: Numbers to 20 Counting to 20		Numerical patterns Doubling		Numerical patterns Halving and sharing		Numerical patterns Odds and evens	
<p style="text-align: center;">NUMBER</p> <p>Children should have a deep understanding of the majority of the numbers 1-10 and using resources be able to represent the composition of numbers using a part whole model and tens frame. Children can order some numbers, including sequences and apply their number knowledge. Children can confidently subitise to 5 and use familiar concept images e.g. tens frame, fingers etc. Children are able to automatically recall number bonds to 5. Children are aware of how groups change by adding and taking objects away.</p>				<p style="text-align: center;">NUMERICAL PATTERNS</p> <p>Children should be able to verbally count to 20, understanding the pattern of the counting system is always adding one more and understanding that when you count backwards it is one less. Children should be able to count one to one correspondence to 20 in different contexts and compare two quantities using the language of more/ greater or fewer than and same/ equal. Children understand the ordinal number system.</p>				<p style="text-align: center;">WIDER MATHS</p> <p>Children can explore and manipulate 2D and 3D shapes. Children can explore combining and separating as well as fitting shapes together and breaking shapes apart.</p>					

Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

People, Culture & Communities

The Natural World

Past and Present

Identify and name members of their immediate and extended family, commenting on photos; naming who they can see and what relation they are to them.
Share what they do with their family and places they have been with their family.
Compare similarities and differences between other families. Name and describe other people who are familiar to them and in our community.
Read fictional stories about families and begin to understand the difference between fact and fiction.
Recognise that people can have other beliefs and celebrate special times.
Talk about aspects of their familiar world such as where they live and their school setting.
Navigate our classroom and outdoor areas.
Create maps to show their journey to school and local landmarks.
Celebrate Katherine Johnson and her contribution to science.
Learn about important figures from our past: Black History Month
Discuss celebrations we do/do not all celebrate and how people do this
Identify important people in our community and discuss different occupations.

Discuss celebrations e.g. Bonfire Night, Diwali and Christmas.
Look at photographs on Tapestry to allow children to share celebrations from their life
Use a map whilst comparing how different people celebrate Christmas around the world.
Recognise the similarities and differences in ways people celebrate.
Celebrate Neil Armstrong and his contribution to science.
Introduce children to NASA and America, locating its place on a map.
Explore movement in space by watching videos and recreating this.
Discuss how people's actions influence the future.
Talk about similarities and differences of two planets.
Recognise and discuss how the moon differs from the environment we live in.
React to seasonal/weather changes e.g. snow, ice.

Discuss certain celebrations e.g. Chinese New Year.
Continue to recognise that the world is made up of different countries (England and China).
Explore and talk about how a child's life might be different/the same.
Consider how toys and transport have changed over the years; linking this to special occupations.
Identify similarities/differences of transport from the past using photographs and videos.
Study, explore and handle artefacts. Comment on what they can see and compare to a similar object from today.
Identify roles in our community linked to transport.
Identify and compare how they travel.
Encourage children to describe and comment on changes in the environment.
Talk about their own experiences over the Christmas holiday period using extended sentences.
To explore a range of jungle animals, naming and labelling them.
To move in different ways considering how an animal moves.
Learn about important figures from our past: Mary Anning, a palaeontologist and provide children with a fossil finding activity.

Identify and talk about our environment and the changes that Spring presents.
Discuss and describe Easter.
Observe and draw pictures to document what they've seen. Talk about what they can see, hear and feel during the changes.
Talk about what a plant needs to grow; link to Jack & the Beanstalk story.
Children to explore multiple experiences and a range of processes first hand. Colour mixing in ice, creating race tracks using different materials and using magnets around the classroom (Science Week)
To observe and discuss the changes which take place during baking gingerbread.


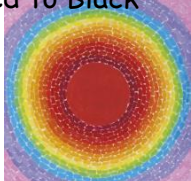
Celebrate Eid and share children's experiences, learning more about this festival using books, videos and photographs sent in by parents/carers.
To compare and contrast different habitats using fiction and non-fiction texts alongside video clips.
Talk about how these environments compares to theirs.
Explore and comment on similarities and differences of houses and homes, past and present.
Identify the features of animals through observation and conversation.
Use maps to develop awareness of their place in this world. Use Google Maps so children can see Leeds and talk about features they notice.
Learn vocabulary to describe contrasting environments e.g. cold and hot
Observe and describe the life cycle of a butterfly.
Consider what our Eco Hub needs to promote urban wildlife. Identify what we need to include for animals to thrive.
Observe, identify and discuss changes of plants.
Use images, video clips, shared texts and other resources to bring the wider world into the classroom.

To describe the human life cycle.
Talk about differences and similarities of them and now using photographs.
Consider how their likes/dislikes changed as well as physical appearance.
Talk about life events too; moving house or going on holiday.
Look at photographs of older family members and staff. Talk about change over a period of time.
Promote a safe habitat using food waste in the Worm Villa.
Respond to what they hear and see in the natural world.
Encourage links to what they hear, smell and see in the natural world.
Listen to the children's conversations around change and transition and support them in their feelings and thoughts.
Involve children in the development of the outside area.
Observe seasonal changes and the planting of seeds and, after close observation, draw pictures of the natural world, including animals and plants.
Comment on changes of different beans.

Expressive Arts and Design

This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Creating with Materials	Drawing: Identify features of themselves and when drawing a self-portrait (enclosing lines): do they draw definite features?	Drawing: Observational drawings of autumnal objects exploring tones and shades	Scissor Skills: Crafts linked to Chinese New Year.	Drawing: Observational drawings of spring plants adding specific details and tones of colour		Drawing: Complete a self-portrait and compare to the start of the year.
	Painting: use readily available resources to reach a desired outcome	Printing: print using various tools to create a new shape. Begin to mix colours commenting on the change	Painting: use powder paint effectively, learning how to use them, commenting on the different outcomes	Painting: mix colours with intent, talking about primary colours, to reach a desired colour.	Painting: explore, recognise, create patterns using watercolours	Painting: Recreate art work using collage and watercolours to represent the different seasons using Eric Carle's <i>The Tiny Seed</i> .
	Sculpture: learn and embed beginning Dough Disco techniques	Sculpture: chose certain tools depending on their function to add detail e.g. imprints and impressions		Sculpture: Explore links between baking gingerbread and the malleable area, encouraging children to use skills learned.	Sculpture: Learn about, discuss and interpret Andy Goldsworthy and recreate art work using his influence 	Sculpture: use clay to recreate part of the life cycle e.g. butterfly. Evaluate approach and amend as necessary though the process
	Collage: revisit and consolidate using previously learned techniques. Explore art work linked to Black History Month: Alma Thomas 	Textiles: use a simple running stitch to create a puppet	Collage: Layer materials to create a landscape	Baking: combine ingredients to make dough. Talk about how the ingredients change throughout the process e.g. appearance and texture	Collage: Discuss colour and tone linked to contrasting environments and create 'Hot and Cold' collages.	Collage: Recreate art work using collage and watercolours to represent the different seasons using Eric Carle's <i>The Tiny Seed</i> .
	Construction: Build models using large construction equipment.	Construction: Use smaller junk modelling materials to construct alien spaceships.	Construction: use resources, levers and pulleys to create an object which can move. Talk about what went well and what didn't.	Construction: Experiment and consider the resources needed to create boats for the <i>Gingerbread Man</i> .	Construction: Design, discuss and construct habitats using small and large construction and art tools.	
	Rehearse nursery rhymes taught in Nursery to sustain fluency. See Nursery LTP. Introduce new poems through Poetry Basket, see Communication and Language strand.					

**Being
Imaginative &
Expressive**

Join in with songs and music they recognise and begin to move to music they don't. Develop storylines in their pretend play. Sing call-and-response songs, so that children can echo phrases of songs you sing. Create sound patterns using body movements.

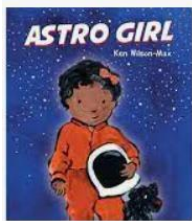

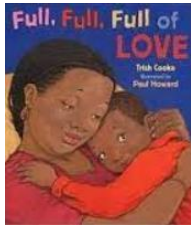
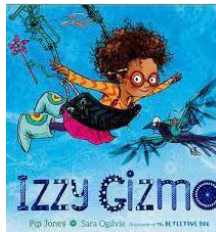




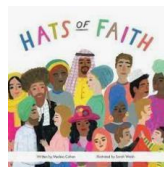


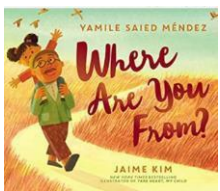
Watch and enjoy a pantomime talking about what they experienced. Perform and develop storylines to act out alien invasions in small world play. Learn songs and sing in a group, from

Listen to and recreate movements using the text 'Walking through the Jungle'. Listen and respond to music which links to the ways animals move e.g. fast paced music for a spider scurrying and slow, low music for an elephant thumping. Discuss changes within the music.

Explore different dinosaur movements to different sounds. Act out different fairy tale events e.g. Billy Goats Gruff. Create their own versions of traditional and fairy tales. Extend role play providing children with costumes

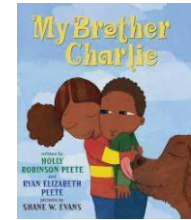
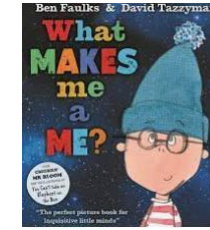
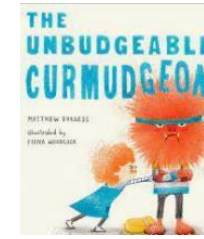
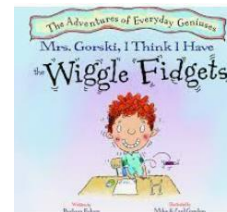
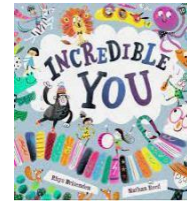
Model using the new instruments and stage outside to create their own music and performances. Explore unfamiliar music by learning a traditional African song and dance, encouraging children to perform it. Explore how people from different cultures might dress. Show how this is

Charanga: Big Bear Funk - see Perform Poetry Basket poems in smaller groups and for some, solo.

		<p>Perform Poetry Basket poems as whole class.</p> <p>Charanga (Online music scheme)</p>	<p>memory, and perform Nativity.</p> <p>Listen to music and sounds of Bonfire Night. Discuss changes within the music. Talk about how these sounds make us feel and want to move.</p> <p>Use instruments to accompany a beat whilst listening to contrasting music.</p> <p>Perform Poetry Basket poems as whole class.</p> <p>Charanga (Online music scheme)</p>	<p>Play music during Dough Disco and times where children can move freely and for fun. Discuss changes within the music. Take photographs of the children acting out emotions: introduce Zones of Regulation.</p> <p>Discuss how facial expressions and body language help us to communicate/understand feelings. Perform Poetry Basket poems in smaller groups.</p> <p>Charanga (Online music scheme)</p>	<p>and other props and model using these in play. Listen to and respond to BBC Philharmonic: Musical Story of the Gingerbread Man. Perform Poetry Basket poems in smaller groups.</p> <p>Charanga (Online music scheme)</p>	<p>represented in the UK and other countries.</p> <p>Perform Poetry Basket poems in smaller groups and for some, solo.</p> <p>Charanga (Online music scheme)</p>	<p>Charanga (Online music scheme)</p>
British Values		<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.</p> <p>We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p>	<p>Recap all of the British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Equality and Diversity							
<p>Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves.</p> <p>Other learning opportunities are adult led. Another way we encourage our children to be aware</p>	<p>BAME main characters</p>						
	<p>Cultural Diversity</p>						

of how
people's lives can be
different to one
another is through
books.

Neurodiversity



	Physical Diversity						
	Different Families						