

Year Group: FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>HERE I AM</p> 	<p>LIGHT AND DARK</p> 	<p>TEDDIES AND BEARS</p> 	<p>WATCH ME GROW</p> 	<p>HEROES and VILLAINS</p> 	<p>LET'S HAVE AN ADVENTURE</p> 

Communication and Language, Physical Development and Personal, Social and Emotional Development (known as the Prime Areas) underpin every aspect of the Early Years Foundation Stage curriculum at Carfield School. Please find a link to this curriculum known as Development Matters at the end of this document.

Communication and Language	<p><u>Listening and Attention</u> To develop listening skills through 1:1 conversation and in small groups and in a range of large group situations such as Class assemblies, Visits from The Owl Man and Drama groups. To maintain attention, concentration and sit quietly through appropriate activities .</p>					
	<p><u>Listening & Attention</u> – to listen to each other as we play; nursery rhymes; sound games; listening for name during the register; to recall information about our bodies</p>	<p><u>Listening & Attention</u> – to listen to each other as we play; nursery rhymes and poetry; sound games; listening for name during the register; to recall information about nocturnal animals, festivals, facts from the Owl Man visit</p>	<p><u>Listening & Attention</u> – to listen to each other’s comments and ideas as we play; poetry; sound games; memory games (I went to market...), Wriggle and Crawl; to recall information about bears</p>	<p><u>Listening & Attention</u> – to listen to each other in a larger group through opportunities such as Show and Tell; to recall information about animals which hatch from eggs</p>	<p><u>Listening & Attention</u> – to develop listening skills and a longer attention span through stories with and without pictures; retelling familiar stories and stories we have created ourselves; taking part in a drama performance and workshop (Hobgoblins)</p>	<p><u>Listening & Attention</u> – to respond appropriately to others by taking part in group activities such as building vehicles, talking about routes to school</p>
	<p><u>Understanding</u> To show understanding of uses for objects, prepositions, questions words and simple instructions through the topics for each half term</p>					
<p><u>Understanding</u> – following 2-part instructions; answering the register; knowing where things are kept in the classroom</p>	<p><u>Understanding</u> – following 2-part instructions; answering the register; giving reasons why someone has done something (because)</p>	<p><u>Understanding</u> – following 2-part instructions; remembering stories and talking about them; asking questions of others about children’s teddies and any Show and Tell sessions</p>	<p><u>Understanding</u> – following instruction and directions with 3 or 4 key words; answering how and why questions about eggs and stories</p>	<p><u>Understanding</u> – following instructions/directions – 3 or 4 key words; the morals of traditional tales – Little red Riding Hood, Three Billy Goats Gruff, The Little red Hen</p>	<p><u>Understanding</u> – following instructions/directions with several ideas or actions through games and songs about pirates; respond to stories and events such as</p>	

						class picnic, walks in the local area
	<p>Speaking To use topic vocabulary, correct tenses when speaking in class discussions, circle time, sharing news and explaining and describing objects and events</p>					
	<p><u>Speaking</u> – answering the register; telling others what your name is; saying good morning</p>	<p><u>Speaking</u> – talking about the topic – learning and using new vocabulary in context</p>	<p><u>Speaking</u> – talking about the topic – learning and using new vocabulary in context</p>	<p><u>Speaking</u> – talking about the topic – learning and using new vocabulary in context; giving instructions; telling a story; relating a journey</p>	<p><u>Speaking</u> – giving instructions/directions; retelling a story; making up stories - using correct tenses and some story language</p>	<p><u>Speaking</u> – giving instructions/directions; telling a story, relating a journey; using correct tenses and story language</p>
Physical Development	<p>Moving and Handling including PE and Funky Fingers To develop skills for dressing and undressing by getting changed for PE. To develop gross and fine motor skills through planned Funky Fingers and P.E. lessons. To develop confidence on climbing apparatus and an awareness of own and others' space when moving around the classroom, halls and garden. Opportunities to use tools and writing equipment most areas of the classroom</p>					
	<p><u>Moving and handling inc. P.E.</u></p> <p><u>Games</u> – warm-up/cool down; stopping and starting</p> <p><u>Gymnastics</u> – warm-up and cool down; stopping and starting; movement to music; hopping/skipping/jumping/walking/galloping and so on</p>	<p><u>Moving and handling inc. P.E.</u></p> <p><u>Games</u> – warm-up/cool down; bean bags – control – balancing, throwing, catching</p> <p><u>Gymnastics</u> – warm-up and cool down; stopping and starting; movement to music; using different parts of the body to travel; landing safely when jumping from an appropriate height; working on low level apparatus – benches and stools</p>	<p><u>Moving and handling inc. P.E.</u></p> <p><u>Dance</u> Country dancing, moving to music, counting to and moving to 8 beats; working with a partner and in a group Ribbon dancing for Chinese New Year</p> <p><u>Gymnastics</u> – warm-up and cool down; stopping and starting; movement to music; using different parts of the body to travel; landing safely when jumping from an appropriate height; working on low level apparatus – benches and stools; balancing and turning</p>	<p><u>Moving and handling inc. P.E.</u></p> <p><u>Games</u> – warm-up/cool down; ball skills – unihoc, dribbling, passing</p> <p><u>Gymnastics</u> – warm-up and cool down; stopping and starting; movement to music – train, jack-in-a-box, balls; using different parts of the body to travel; landing safely when jumping from an appropriate height; travelling under and through apparatus;</p>	<p><u>Moving and handling inc. P.E.</u></p> <p><u>Games</u> – Ball skills – sending and receiving Using equipment safely (Unihoc) Sportsmanship – waiting your turn, encouraging your team</p> <p><u>Gymnastics</u> – Joining moves together to form a sequence (stretches, rolls, jumps and turns) Moving through, over, under, along apparatus; jumping and landing safely; Travelling forwards, backwards and sideways</p>	<p><u>Moving and handling inc. P.E.</u></p> <p><u>Games</u> – Team games and relays – a good start, passing carefully Sportsmanship – waiting your turn, encouraging your team</p> <p><u>Gymnastics</u> – Joining moves together to form a sequence (stretches, rolls, jumps and turns) Moving through, over, under, along apparatus; jumping and landing safely;</p>

				forwards, backwards, sideways	Safe and effective use of the climbing frame	Travelling forwards, backwards and sideways Safe and effective use of the climbing frame
	<p>Health and Self-Care Children learn to manage their own hygiene – washing their hands when they have been outside, before lunch and snack; encouraged to think about safety – carrying scissors</p>					
	<p>This term the children, who are ready, will be learning to get changed and dressed again They will be familiarizing themselves with the school; listening to and following instructions Going to the toilet independently. Knowing where the toilets are, remembering to flush the toilet and wash hands.</p>	<p>Children will continue to gain confidence in changing independently. They will be practicing fastening coats.</p>	<p>Most children can now dress themselves and fasten their coats.</p>	<p>Children fastening buttons and putting on own gloves Safety with hockey sticks – keeping on floor</p>	<p>Carry equipment safely – scissors closed and point in hand Working with a partner to carry heavy or bulky things such as wooden blocks.</p>	<p>Using more challenging equipment in PE which allows children to assess safety. Eg, climbing up or down ladders</p>
P.S.E.D Incl. British values and SEAL	<p>Making Relationships Children are encouraged to learn how to make positive relationships through modelled greetings, “Good morning! How are you”, “What’s your name?” and through goodbyes, “See you tomorrow!”, “Have a nice evening”; All aspects of sharing and turn taking are covered through everyday encounters and the provision in the room such as board games, only enough glue sticks and pens for a few children so that they have to share, encouraging each other to ask and say “Excuse me” rather than push past.</p>					
	<p><u>Making Relationships</u> – making new friends; leaving grown-ups in the morning</p>	<p><u>Making Relationships</u> – Playing games which require turn taking</p>	<p><u>Making Relationships</u> – Playing games which require turn taking; asking for a go and letting others have a go (or waiting)</p>	<p><u>Making Relationships</u> – Being brave and leaving our toys at home in the morning</p>	<p><u>Making Relationships</u> – being friendly; giving compliments helping each other (linked to The Little Red Hen)</p>	<p><u>Making Relationships</u> – Listening to each other’s ideas Accepting direction from other children</p>
	<p><u>Self-Confidence and Self-Awareness</u> Circle time and SEAL time offer opportunities for children to talk about themselves in class. “A child’s voice” sheet is used to record children’s answers to questions such as, What are you good at? What do you find tricky? Conversation between adults and children are considered to be vital to how children are able to express themselves with adults modelling talk.</p>					
	<p><u>Self-confidence & Self-awareness</u> – Asking an adult for help</p>	<p><u>Self-confidence & Self-awareness</u> – Talk about self – what they are good at</p>	<p><u>Self-confidence & Self-awareness</u> – Talk about self – what they are good at and giving compliments</p>	<p><u>Self-confidence & Self-awareness</u> – Talk about a favourite toy and why you like it</p>	<p><u>Self-confidence & Self-awareness</u> – Asking an adult for help; giving opinions; talking about own interests; talk about what you are good at;</p>	<p><u>Self-confidence & Self-awareness</u> – Speaking in increasingly large groups. Explain why you like some activities more than others.</p>

					speaking in front of the class;	
	<p><u>Managing Feelings and behaviour</u> Children learn to express and manage their feelings through Circle time and SEAL time and with the support of adults both inside and outside the classroom. Peace Out is used as a method for relaxation and calm corners are provided for children to self-regulate. Small social groups are provided throughout time in FS2 for children who are identified as needing extra support for talking about feelings.</p>					
	<p><u>Managing feelings & behaviour</u> – Being kind. Asking for something rather than just taking. Using the calm corner and mindfulness techniques; self-regulation</p>	<p><u>Managing feelings & behaviour</u> – Being able to cope with not being chosen for a task, beginning to accept that other children can have a go and not you.</p>	<p><u>Managing feelings & behaviour</u> – Understanding that different situations require different behaviours (attend singing assembly)</p>	<p><u>Managing feelings & behaviour</u> – Understanding how a special toy/cuddly toy makes us feel</p>	<p><u>Managing feelings & behaviour</u> – negotiating and solving problems Understanding the moral of a story</p>	<p><u>Managing feelings & behaviour</u> Recognising own and other feelings. Working in groups.</p>
	<p><u>British Values</u> – Belonging to Carfield school, a new classroom</p>	<p><u>British Values</u> – Voting – for favourite stories, Acceptance of others’ beliefs</p>	<p><u>British Values</u> – Positive sense of self; looking after oneself – hygiene, healthy bodies</p>	<p><u>British Values</u> – Children take it in turns to take home Bear in a Bag. They make him feel welcome and write a diary entry in his book. Bring a photo of Bear and child.</p>	<p><u>British Values</u> – Keeping safe Stranger Danger (linked to Little Red Riding Hood)</p>	<p><u>British Values</u> Managing change – transition to Y1</p>
	<p><u>SEAL</u> New beginnings –belonging; understanding & managing feelings (own and others); I know people in my class Mindfulness strategies</p>	<p><u>SEAL</u> Say no to bullying – special things about me; what is bullying; kind to people who have been bullied; I know who I can talk to if I have been bullied</p>	<p><u>SEAL</u> Getting on and Falling out – caring for others; express feelings appropriately; positive self-image; awareness of boundaries; make myself better when I am angry; make friends again</p>	<p><u>SEAL</u> Good to be me – confidence; I like/don’t like; express feelings; pride; relaxation</p>	<p><u>SEAL</u> Relationships – sad/angry; Unfairness and how it feels; feelings about missing or losing things/people; remember people who are not there; making things fair</p>	<p><u>SEAL</u> Changes – How I have changed; remembering feelings and why I felt like that; how change makes me feel and others feel; helping others</p>
<p>Literacy Text Type –see Understanding the World</p>	<p>Simple sentences Linked to Baseline and UW – People and Communities; The World <u>Reading</u> – recognising own name; looking at Big Books (front and back covers, title) <u>Writing</u> – Finger gym – dough, tweezers, sorting; Writing own name;</p>	<p>Simple sentences UW – People and Communities; The World <u>Reading</u> – recognising own name and other children’s names; looking at Big Books (front and back covers, title); RWI; key words – the, he, she, no, go</p>	<p>Non-fiction non-chronological report UW – People and Communities; The World <u>Reading</u> – recognising other children’s names; looking at Big Books (front and back</p>	<p>Non-fiction non-chronological report UW – People and Communities; The World <u>Reading</u> – recognising other children’s names; looking at Big Books (front and back covers,</p>	<p>Narrative Simple stories – beg. middle and end Traditional Tales – <u>Reading</u> – RWI will continue in groups; children will read individually at an appropriate level; knowing</p>	<p>Narrative Simple stories – beg. middle and end Pirates, Under the Sea, Superheroes <u>Reading</u> – RWI will continue in groups;</p>

<p>Please note: spelling does not mean words are sent home to learn. These are the words we will focus on in writing during the term.</p>	<p>Vertical lines and anti-clockwise circular movements</p> <p><u>Spelling</u> Own name, I, am</p>	<p><u>Writing – Funky Fingers;</u> Writing own name; Key words –</p> <p><u>Spelling</u> Own name, the, love, from, it, is, in, on</p>	<p>covers, title); RWI; key words – the, he, she, I, no, go</p> <p><u>Writing – Funky Fingers;</u> Writing own name; Writing on lines (as appropriate) / Key words –; writing reports and instructions</p> <p><u>Spelling</u> Own name, the, he, she, cvc words</p>	<p>title); RWI; key words this, was, some, see, they</p> <p><u>Writing – Funky Fingers;</u> Writing own name; Punctuation (capital letter, full stop, question mark, finger spaces); non-chronological report, label; story maps</p> <p><u>Spelling</u> c-v-c words and using sounds according to phonics knowledge</p>	<p>HFWs; retelling stories whilst using story maps and books</p> <p><u>Writing – Punctuation</u> (capital letter, full stop, question mark, finger spaces); instructions simple sentences; stories Ensuring that children get Expected ELG</p> <p><u>Spelling</u> Using phonic knowledge to write words, to, my, you, we</p>	<p>children will read individually at an appropriate level; orienteering games; directions <u>Writing – Punctuation</u> (capital letter, full stop, question mark, finger spaces); directions; simple sentences; stories</p> <p><u>Spelling</u> Using phonic knowledge to write words, to, my, you, we</p>
<p>Reading Key Text</p>	<p>Funny Bones Titch</p>	<p>The Owl babies Can't You Sleep Little Bear Laura's Star</p>	<p>Stickman An evening at Alfie's One Snowy Night Where's My Teddy?</p>	<p>The little Red Hen The Yellow Chicken Dora's Eggs</p>	<p>Little Red Riding Hood Three Billy Goats Gruff</p>	<p>The Train Ride Jack and the Beanstalk Where the Wild Things Are</p>
<p>Maths</p>	<p>Baseline Assessments <u>Numbers</u> Counting up to and beyond 10 Counting songs involving addition and subtraction 1:1 counting Beginning to associate quantity with a numeral Reading numbers to 5 then 10 <u>Shape, Space & Measure –</u></p>	<p>Counting up to and beyond 20; counting back from a number up to 10/20 Counting songs involving addition and subtraction 1:1 counting – and knowing the last number is the set size Simple, practical subtraction Read and write numbers up to 5 and beyond <u>Space, Shape and Measure</u></p>	<p><u>Number –</u> Counting up to and beyond 100; counting back from a number up to 20; counting in 10s; Counting songs involving addition and subtraction 1:1 counting – and knowing the last number is the set size 1 more/less than a number up to 20 Numbers more and less</p>	<p><u>Number –</u> Counting up to and beyond 100; counting back from a number up to 20; counting in 10s; Counting songs involving addition and subtraction 1:1 counting – and knowing the last number is the set size</p>	<p><u>Number –</u> recognising and working with numbers up to 20 (and beyond) – reading, writing, counting, matching quantities, partitioning; addition and subtraction; arrays and simple multiplication <u>Shape, Space & Measure –</u></p>	<p><u>Number –</u>recognising and working with numbers up to 20 (and beyond) – reading, writing, counting, matching quantities, partitioning; addition and subtraction;</p>

	<p>Naming 2d shapes – using them for pictures Ordering according to size Measuring with non-standard units</p>	<p>Naming 2d shapes – using them for pictures Ordering according to size Measuring with non-standard units</p>	<p>Read and write numbers up to 10 and beyond Making a set the correct quantity (by adding or taking away) <u>Shape, Space & Measure</u> – Direct comparison of weight Naming 2d and 3d shapes Symmetry</p>	<p>1 more/less than a number up to 20 +ion/-ion; sharing, multiplying <u>Shape, Space & Measure</u> – 2D and 3D shapes - name Weight – using balances accurately Sorting objects – data handling Direction and positional language Sorting money Months of the year (orally)</p>	<p>using positional language (on, under, behind, through, next to, right, left); Shape – 3d – names and properties (curved and flat faces) Money – recognising coins (1p, 2p, 5p, 10p) and counting Sequencing – time and events</p>	<p>doubling, halving and sharing <u>Shape, Space & Measure</u> –using positional language (on, under, behind, through, next to, right, left); Capacity – full, half-full, empty – comparing and ordering Money – recognising coins (1p, 2p, 5p, 10p) and counting Sequencing – time and events</p>
<p>UNDERSTANDING THE WORLD</p>	<p><u>The World</u> To look closely at similarities, differences, pattern and change with particular reference to nature and weather by using the FS2 garden, visiting the Wildlife Garden, walks to the local park To show an understanding about aspects of the world by talking about where they live, their immediate environment. To find out about differing environments by using computer generated images, books and children’s own experiences</p>					
	<p><u>The World</u> To understand about aspects of the world by considering Where do I live? Address/Sheffield/The earth Which class am I in? Which school do I go to? Make observations of the animals and talk about change. Naming parts of the body and skeleton</p>	<p><u>The World</u> Develop an understanding of the changing seasons, growth, decay and changes over time by observing Autumnal changes – Why do leaves go crispy and change colour? What is the weather like? What clothes do we need to wear? Nocturnal animals – what does nocturnal mean? Owls, badgers, hedgehogs, bats, foxes, rabbits; What do they do in the day time? What do they eat? Where do they live? Sources of light – history of development</p>	<p><u>The World</u> – To comment and ask questions about aspects of the natural Where in the world is it snowy? Polar animals – polar bears, penguins, whales, snowy owls To investigate basic scientific concepts by looking at Where does ice and snow go? Melting/freezing, snowflakes What clothes do we need to wear?</p>	<p><u>The World</u> To observe, growth and change over time; Show care and concern for living things by looking after ducklings, caterpillars and tadpoles. Make observations of the animals and talk about change.</p>	<p><u>The World</u> To observe growth and change, talk about why things happen and make observations by growing plants Labelling leaf, root, stem, flower, bud Planting seeds Finding out what plants need for them to grow successfully</p>	<p><u>The World</u> Know about how environments vary from each other by Looking at a globe – can you find UK, other countries? Focus countries – France/USA/Japan How are they the same as UK and how are they different</p>

		To investigate basic scientific concepts by looking at sources of light, using torches to make shadows	To name some materials, know their properties and suggest some uses for them Where in the world do bears live? USA/China/Russia Looking on the globe and finding the countries. What are the habitats like? Compare features of own environment and areas where bears live Using a timeline to show the history of teddies (First bear, Pooh bear, Rupert the bear, Paddington bear)			(landscapes, languages, landmarks, food, animals, plants) To investigate scientific concepts by floating and Sinking – hypothesizing, making boats, dams – which materials would you use Talk about features of the immediate environment by making maps – story maps, routes to and around school
<p>People and Communities – see RE for further information Talk about past and present events in their own lives and in the lives of family members; observe similarities and differences between different themselves and others and know what makes them unique</p>						
	<p><u>People & Communities</u> – Talk about present and past events by considering Who is in my family? Which class am I in? Sharing All About Me book Occupations of parents.</p>	<p><u>People and Communities</u> Talk about past events by considering Sources of light – time lines Festivals of Light – what do you celebrate? Is it the same as others? Joining in with family customs and telling the class about them. (birthdays, Bonfire Night, Hannuka, Diwali, Remembrance day, Christmas, weddings)</p>	<p><u>People and Communities</u> Using a timeline to show the history of teddies (First bear, Pooh bear, Rupert the bear, Paddington bear) Chinese New Year – customs and traditions. How do you celebrate Chinese new Year? Creating a Chinese restaurant in role play area. Make dragons, ribbon dancing in PE Compare CNY with Christmas Epiphany – Where in the World celebrates Epiphany? How do you celebrate it? New Year – making resolutions</p>	<p><u>People and Communities</u> How have I grown? Differences in people and their communities People who help to keep us healthy and safe eg. Doctors, nurses, dentists, opticians, fire and police services – occupations of parents.</p>	<p><u>People & Communities</u> Stories from different cultures – Are they similar to our own? Do you know another story like this one? Stories from the Bible – Noah’s Ark, Daniel and the Lion</p>	<p><u>People & Communities</u> Finding out about famous Pirates and Explorers Visiting another country – India flag, buildings, dance, Indian artist, food greetings from different countries comparing vehicles and travel – present day and long ago time line – walking, horses, steam and cars, rockets</p>

						Use vocabulary – long ago, yesterday, now
	<u>Technology</u> – Using programmes on the computer	<u>Technology</u> – Using programmes on the computer Instructions for getting dressed to go out	<u>Technology</u> – Using programmes on the computer Using a camera to record learning Sorting bears – given criteria and then thinking for yourself	<u>Technology</u> – Programming Bee Bots – direction; how are they powered iPads – games of today Wind-up toys (from the past)	<u>Technology</u> – Giving and writing instructions Programming the BeeBots Introduction to the iPads (if they can be timetabled for a week)	<u>Technology</u> – Instructions – programming the BeeBots Taking videos on cameras
RE	<u>Why do you love me so much?</u> Belonging – families/communities Harvest Festival/Sukkot/Hannukah	<u>Colours/Autumn</u> Celebrations – Eid/Diwali Christmas How do you celebrate? Which festivals do you celebrate? (weddings, christenings, birthdays) Create a birthday party in the role play area. Talk about family events. Make diva lamps and Christmas decorations	<u>Winter/Shelter</u> Homes Wise Man House Upon The Sand Chinese New Year	<u>Pancake day</u> Holi Festival Mother’s Day Easter Traditions Expressing care and attention by Looking after living things – ducklings, plants, caterpillars	<u>Castles/Dragons</u> Link to Places of Worship – Churches/Mosques	<u>Can We Explore it?</u> Journeys and Pilgrimages to special places.

<p>EXPLORING ARTS AND DESIGN</p>	<p><u>Design</u> – Using tools competently – cutting, hole punches, and making choices Split pins <u>Art</u> – Painting – choosing a colour for a purpose; enclosing spaces; portraits and people Studying an artist – Kandinsky – looking at the shapes he used (link to Maths)</p>	<p><u>Design</u> – Using tools competently – cutting, hole punches Making mobiles and moving parts Clay/salt dough thumb pots, candle holders/decorations <u>Art</u> – Autumn colour mixing; printing; collage Wax resist painting – firework pictures Christmas cards – printing</p>	<p><u>Design</u> – sandwiches - making choices – brown/white bread; jam/honey/marmalade; cut into squares or triangles - recording – choices and evaluating - tools – using them appropriately (knives, board for hygiene purposes) Split pins; threading; <u>Art</u> – Colour mixing – cold (blues, greys, black); warm (reds, oranges, yellows) Studying an artist - Mondrian</p>	<p><u>Design</u> – Using tools competently – cutting, hole punches, staplers, having a plan and making choices Folding, attaching, cutting <u>Art</u> – Using materials for effect; Observational painting – still life</p>	<p><u>Design</u> Designing the contents of a picnic basket Planning a garden Introduction to simple sewing skills – using Binka and threads (lacing cards initially) Using craft books as inspiration Uses simple tools/techniques competently and appropriately Selects appropriate resources and adapts work where necessary <u>Art</u> Imaginative paintings about stories Using different media – paper, clay, collage materials – to create a planned effect</p>	<p><u>Design</u> Boat making Islands Designing first then making Even better if... Making treasure maps Moving pictures – talk through the story</p>
<p>Music – List skills and coverage and link to project</p>	<p><u>Music and Dance</u> Charanga term 1 – Me! Listen and respond to music What do I want to do? How does it make me feel? Explore and Create Tapping out pulse Call and response games (rhythm) Singing Traditional songs/rhymes Action songs</p>	<p><u>Music & Dance</u> – Charanga term 2 – My Stories Listen and respond to music What do I want to do? How does it make me feel? Explore and Create Tapping out pulse Call and response games (rhythm) Singing Traditional songs/rhymes Action songs Songs associated with each celebration</p>	<p><u>Music & Dance</u> – Charanga term 3 – Everyone Listen and respond to music What do I want to do? How does it make me feel? Explore and Create Tapping out pulse Call and response games (rhythm) Singing Traditional songs/rhymes Action songs Teddy Bear’s Picnic</p>	<p><u>Music & Dance</u> – Charanga term 4 – Our World Listen and respond to music What do I want to do? How does it make me feel? Explore and Create Tapping out pulse Call and response games (rhythm) Singing Traditional songs/rhymes Action songs</p>	<p><u>Music & Dance</u> – Charanga term 5 – Big Bear Funk Listen and respond to music What do I want to do? How does it make me feel? Explore and Create Tapping out pulse Call and response games (rhythm) Instruments Introduction of instruments to</p>	<p><u>Music & Dance</u> – Charanga tem 6 – Ready to perform Reviewing the whole year ready for a performance</p>

		Music and dance for the Christmas concert	When Goldilocks went to the house of the bears Songs and poems with a bear theme Country dancing Loud and soft (volume); quick and slow (tempo)	Loud and soft (volume); quick and slow (tempo)	accompany songs and music Singing Traditional songs/rhymes Action songs Percussion to accompany stories Songs related to the topic	
Visit/Speaker What is the hook – what month and estimate of the cost Please		The Owl Man £2.50 Walk in the park – Autumn	No Speaker this term Bring your Teddy to school week Walk in the park – Winter Country dancing and sponsored sing	Incubator and eggs (hens or ducks) £4.50	Drama group – Hobgoblins £7.15	Trip on a coach (tbc)
Parental Engagement Opportunity 1 x a term Assembly/works hop/	Parents have been welcomed into school as the new term started. Parents Evening 8 th , 10 th October (3.30 – 6pm and 5 – 7.30pm) 21 st – 24 th October RWI reading workshop – 9.00 – 10.am	Christmas concert performances	Sponsored Country dancing and singing	Incubator and eggs (duck) Parents Evening 17 th March (early) and 19 th March (late) STEM week tbc	Dance performance Children share their stories with mums and dads.	Class picnics Visits to Y1 classrooms

To view the Early Years Foundation Stage Curriculum (Development Matters) please click the following link -

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf> We are using this document because we value 'The Characteristics of Effective Learning' which underpins all of our practice.

To review the statements and goals we are working towards in Reception please click the following link – (development records needs attaching from s drive)

To find more information about Read Write Inc please click on the following link - <https://ruthmiskin.com/en/find-out-more/parents/>

