

EYFS Big Picture Long Term Plan 2023 - 2024



EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question	What makes us special?	Why do we celebrate?	What makes water wonderful?	How do we grow and change?	What is the wonderful world of make believe?	Where would you like to discover?
Events	Church Trip Harvest Assembly	Remembrance Day Odd sock day Children in Need Christmas Decorations Morning Nativity Panto Trip Disco	Chinese New Year Mother's Day World Book Day Easter	World Book Day Easter Bonnet Parade Disco	Father's Day Maths Morning	Farm Trip World Oceans Day
Parental Involvement	Reading Morning Stay and Play Parents Evening Open Day (Prospective Parents)	Grandparents Morning PSHE Morning Art Exhibition Christmas Fair Christmas Performance Stay and Play Open Day (Prospective Parents)	Computing Morning Stay and Play Parents Evening	Parents Meetings Stay and Play Writing Morning Disco	Stay and Play Maths Morning	Class Assembly Stay and Play Sports Day Picnic in the Park Prospective Parents
Possible Themes/Interests/Lines of Enquiry	Transitions Setting rules and routines Families Interests	Countries Diwali Christmas Fireworks Night Halloween	Water Cycle Dams Plastic Pollution Oceans Abbey lane pumping station	Lifecycles Planting Growing A Place to grow	Dragons, knights Good verses bad Royal ball Homes of the Past	Transport Journeys Transition to Year 1 VR Headsets - Safari

	Homes Likes/dislikes	Birthdays Seasons Hibernation			De Monfort Hall/Y theatre/Puppet show at school	
Texts linked to Themes	Elmer – David McKee My Body, Your Body – Mick Manning/ Brita Granstrom There is a Boy Like Me – Fraizer Cox Bumblebear – Nadia Shireen You Choose – Pippa Goodheart Happy in Our Skin – Fran Manushkin	Pumpkin Soup – Helen Cooper Diwali Stories Room on the Broom - Julia Donaldson Nursery Rhyme Texts Happy Birthday Old Bear – Jane Hissy Non-Fiction Text Winter	Drop Goes Plop: A First Look at the Water Cycle – Sam Goodwin The Little Raindrop – Joanna Gray Somebody Swallowed Stanley – Sarah Roberts The Storm Whale – Benji Davies The Crocodile Who Didn't Like Water – Gemma Merino	Oliver's Vegetables – Vivian French The Very Hungry Caterpillar – Eric Carle Growing Frogs – Vivian French Funny bones / Growing Jack in the Beanstalk	The Magic Bed/ Cloudland – John Burningham Gruffalo/Zog – Julia Donaldson Alice in Wonderland/ Puss in Boots - Ladybirds Cinderella / Prince Cinders – Babette Cole Little Red Riding Hood - Traditional Gingerbread Man - Traditional	Dear Greenpeace – Simon James Handa's Surprise- Browne Meerkat Mail – Emily Gravett Emma Jane's Aeroplane – Katie Haworth UK Seaside / Holiday Transition To Year 1 Extra text: Oi! Get off our Train – John Burningham
10 Suggested Books for Storytime	1. The Tiger Who Came for Tea 2. The Gruffalo 3. Aliens Love Underpants 4. The Three Little Pigs 5. Peepo! 6. The Little Red Hen		1. Each Peach Pear Plum 2. The Jolly Postman 3. A Squash and A Squeeze 4. Stickman 5. Noah's Ark 6. Where The Wild Things Are		1. Jack & the Beanstalk 2. The Very Hungry Caterpillar 3. Zog 4. What The Ladybird Heard Next 5. The Three Billy Goats Gruff 6. The Smartest Giant In Town	

	7. We're Going On A Bear Hunt 8. Supertato! 9. Meg and Mog 10. Goldilocks and the Three Bears	7. Cinderella 8. The Gingerbread Man 9. The Day The Crayons Quit 10. Little Red Riding Hood	7. Handa's Surprise 8. Not Now Bernard 9. Hairy Maclary 10. The Three Little Pigs			
Suggested Traditional Rhymes	Incy Wincy Spider Five little freckled frogs 12345 Wind Bobbin up Hickory Dickory Dock Dickory Dock Baa Baa Black Sheet	The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Hickory Dickory Dock Here We Go Round The Mulberry Bush The Queen Of Hearts Oranges and Lemons	Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Old King Cole Pussy Cat, Pussy Cat Sing A Song Of Sixpence	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Hot Cross Buns Humpty Dumpty Horsie Horsie She'll Be Coming Round The Mountain	Little Boy Blue Mary Had A Little Lamb Mary, Mary, Quite Contrary Old MacDonald Had A Farm Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds (not on BBC) Polly Put The Kettle On	Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jaques (not on BBC) There Was An Old Woman Who Lived in A Shoe Five Little Men In A Flying Saucer Girls And Boys come Out To Play
Communication and Language	<p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p>					

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understand how to listen carefully and know why listening is important.

Learn new vocabulary.

Engage in story time.

Describe events in some detail.

Develop social phrases.

Listen carefully to rhymes and songs, paying attention to how they sound.

Use new vocabulary through the day.

Listen to and talk about stories to build familiarity and understanding.

Connect one idea or action to another using a range of connectives.

Learn rhymes, poems and song.

Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Use new vocabulary in different contexts.

Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

To engage and talk about non-fiction books to deepen knowledge and vocabulary.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

And
PSHE Association
Curriculum

- 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.

ELG: 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;
- Explain the reasons for rules, know right from 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.

ELG: 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' need

See themselves as a valuable individual.
Explore being unique and gaining a sense of belonging.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Understand the reason for rules and know right from wrong

Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Grow in independence and know how to look after their body.

PSHE Association Learning:

Think about the perspectives of others.
Manage their own needs.
How to keep fit and well. Healthy eating and lifestyle.
Transition to Year 1
Adapting to new social situations and new environments.

PSHE Association Learning:

	<p>PSHE Association Learning: What makes me special? Feelings and Healthy Food How am I feeling? Managing own health and hygiene</p>	<p>Why is keeping fit important? Turn-taking games ; Relationships What's my goal? Solving problems ; Sleep routines; Healthy snacks</p>	<p>How do we make new friends? Reading emotions of others ; Importance of limiting screen time What will I be able to do next? Road safety; Building confidence and resilience ; Understanding how actions can impact</p>
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NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

<p>Physical Development</p>	<p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 					
	<p>Further develop the skills they need to manage the school day successfully: lining up and</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing,</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

<p>queuing, mealtimes, personal hygiene Large scale movements for writing. Upper body strength and core control to encourage good posture and sitting positions. Scissor skills. Dough disco.</p>	<p>hopping, skipping, climbing. Kimbles Music and Movement</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Team games. Develop skill and control when balancing, showing spatial awareness and agility when moving on equipment.</p>	<p>sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop FMS through 'draw with Rob'.</p>	<p>Further develop an awareness of being healthy with healthy foods. Understand the need for a variety of foods-food pyramid.</p>	
<p>Gross Motor Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p>		<p>Gross Motor Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen-time, having a good sleep routine, being a safe pedestrian.</p>		<p>Gross Motor Combine different movements with ease and fluency. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	
<p>Fine Motor Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully.</p>		<p>Fine Motor Makes healthy choices about food, drink, activity and tooth brushing. Know and talk about the different factors that support their overall health and wellbeing. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools effectively, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	

<p>Literacy -- Writing</p>	<p>ELG: Writing</p> <p>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 				
	<p>Draws the prewriting shapes</p> <p>Show a preference for a dominant hand</p> <p>Whole class handwriting sessions focusing on large scale movements to encourage correct letter formations- anti-clockwise movements, up and down, swirls.</p> <p>'Squiggle whilst you wiggle' (Fine Motor) sessions.</p>	<p>Independently segments the sounds in words to write a cvc word.</p> <p>Begins to write a simple caption with support</p> <p>Whole class handwriting sessions-lower case letter formations.</p>	<p>Writes phonetically decodable words.</p> <p>Teach skills to write a simple caption.</p> <p>Guided writing sessions-capital letter formations.</p> <p>Introduce sentence writing and emphasis on correct structure-capital letter at the beginning, finger spaces and full stops.</p> <p>Tricky words written by sight in independent writing.</p>	<p>Orally rehearses and write a simple caption independently.</p> <p>Orally rehears and write simple sentences during whole class guided writing sessions.</p> <p>Continue with letter formation practise, lower and upper case.</p> <p>A range of tricky words being wrote independently.</p> <p>Recording children speaking and passing on messages/information</p>	<p>Writes a series of short sentences that follow on from the previous one.</p> <p>Uses known letter-sound correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spells phonically regular words with more than one syllable (e.g. carpet, doormat etc.)</p>

	<p>Traces letters with good control. Hears and writes the initial sounds in words. Independently segments the sounds in words to write cvc words.</p>	<p>Forms lower-case letters correctly. Forms capital letters correctly. Orally rehearses and writes a simple caption.</p>	<p>Forms most letters correctly. Spells all phase 2/set 1 and some phase 3/set 2 common exception words correctly in their writing. Writes short sentences using capital letters, finger spaces and full stops. Writes sentences that can be read by themselves and others. Begins to make suggestions as to how their work could be improved.</p>
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**Literacy –
Phonics/Reading**

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- 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, including some common exception words

<p>Ensure secure in all aspects of Phase 1.</p> <p>Begin Phase 2 sound recognition orally and by sight.</p> <p>Oral blending of CVC words.</p>	<p>Continue Phase 2 initial sounds and introduce Phase 2 tricky words.</p> <p>Oral blending and segmenting of CVC words.</p> <p>Blend sounds into words, so that they can read short words made up of</p>	<p>Begin Phase 3-sounds and tricky words.</p> <p>Introduce skills to read simple captions.</p> <p>Continue blending and segmenting orally and by sight using all sounds learnt from Phase 2 and Phase 3.</p>	<p>Continue Phase 3 digraphs, trigraphs and tricky words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, some common exception words.</p>	<p>Read all phase 3 sounds and tricky words.</p> <p>Apply phonics knowledge when reading words, captions and sentences containing all Phase 2 and Phase 3 sounds.</p> <p>Continue to develop vocabulary and comprehension skills.</p>	<p>Confidently reads a series of short sentences with fluency.</p> <p>Read at least 10 digraphs within short sentences.</p> <p>Reads 4-5 high frequency words for EYFS, plus the tricky words in Phase 2 and 3.</p>
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	<p>Whole class teaching with writing opportunities in every lesson.</p> <p>Begin to develop vocabulary and comprehension skills.</p> <p>Reading books to begin being sent home.</p>	<p>known letter-sound correspondences.</p> <p>Continue to develop vocabulary and comprehension skills.</p>	<p>Continue to develop vocabulary and comprehension skills.</p>	<p>Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Continue to develop vocabulary and comprehension skills.</p>		<p>Continue to develop vocabulary and comprehension skills.</p>
	<p>To recognise all Phase 2 sounds.</p> <p>Blend read words using Phase 2 sounds.</p>	<p>Read simple phrases and sentences made up of phase 2/set 1 sounds.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives.</p> <p>Start to re-read books to build their confidence and fluency.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>To recognise phase 3 digraphs and trigraphs/set (at least 10 digraphs)</p> <p>To read 4-5 Reception words by sight.</p> <p>To read with a good level of fluency, books that contain phase 3/set 2 sounds and words. (HF words being read by sight on most occasions)</p>			

High Frequency Words	is it in an I and on not into no go to	can get got the put if off big had his him but	back of dad mum up he we me be will was are	you this that then with they see my look for too now	down she her all said so went from have like its just	some come there help when what children were little one do out
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Mathematics	<p>ELG: Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; <p>14</p> <ul style="list-style-type: none"> - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
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- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Match sort and compare -White Rose

- Matching and sorting amounts
- Compare size
- Compare mass and capacity
- Measure and Patterns- White Rose
- Explore Pattern

It's me 123! – White Rose

- Representing 123
- Comparing 123
- Composition 123
- Circles and Triangles
- Positional language

12345 – White Rose

- Representing numbers to 5
- One more and one less

2D shapes- White Rose

- Circle and Triangles
- Shapes with 4 sides

Alive in 5 – White Rose

- Introduce zero
- Compare numbers to 5
- Composition of 4 & 5
- Compare Mass
- Compare capacity

Growing 6,7,8

- Combining 2 amounts
- Making pairs

Continue 6,7,8

Building 9 & 10 – White rose

- Counting to 9 & 10
- Comparing numbers to 10
- Bonds to 10

Length height and time- White Rose

Exploring 3D shapes- White Rose

- 3D shapes
- Spatial awareness

To 20 and beyond – White rose

- Building numbers beyond 10
- Counting patterns beyond 10
- Spatial reasoning
- Match, rotate, manipulate

Sharing and grouping- white rose

- Doubling
- Sharing & grouping
- Even & odd

How many now

Manipulate, compose and decompose- White Rose

Visualise and build- White Rose

On the move – White Rose

- Deepening understanding
- Patterns and relationships

Talk about and explore 2D and 3D shapes using informal and mathematical language.
 Know one more/one less than numbers to 5.
 Carefully count objects to 10 (1:1 correspondence)
 Solve real world mathematical problems with numbers up to 5
 Compare amounts using the language 'more' and 'fewer'.
 Create ABAB patterns + correct an error in a repeating pattern.

Recognise different representations of numbers to 10. (including numerals)
 Subitise amounts up to 5. Begin to recognise larger numbers as '5 and more'
 Explore the composition of numbers to 10 using manipulatives
 Know one more/one less than numbers to 10 and understand the relationship between consecutive numbers.
 Compare length, weight and capacity.
 Automatically recall some number bonds to 5.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
 Verbally count beyond 20, recognising the pattern of the counting system.
 Automatically recall some doubles.
 Represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally.
 Automatically recall some number bonds within 10.

Compose and decompose shapes so that children recognise a shape can have other shapes within it.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.
- Birthdays
Christmas
New Year
- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Talk about the lives of the people around them and their roles in society;
 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
 - Understand the past through settings, characters and events encountered in books read in class and storytelling

Understanding the World

Past and Present (*History*)

ELG Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities

ELG Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

ELG Children at the expected level of development will: -

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>The natural world</p> <p>To understand our 5 Senses</p> <p>Taste</p> <p>Touch</p> <p>Hearing</p> <p>Sight</p> <p>Smell</p> <p>TastEd</p> <p>Program</p>	<p>Past and present – Guy Fawkes, the queen/the King</p> <p>People and culture – Christmas around the world, traditional nativity, Diwali</p>	<p>The natural world</p> <p>Water – freezing, hot water, steam</p> <p>Water cycle</p> <p>Drawing natural water courses</p> <p>Water in seasons</p>			
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<p>RSE</p>	<p>Talk about things they find interesting, puzzling, or wonderful and about their own experiences and feelings about the World</p> <p>Retell stories, talking about what they say about the World, God, human beings</p>	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p>	<p>Recognise and retell stories connected with the celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g., palm leaves, cross, eggs, and make connections with signs of new life in nature</p>	<p>Retell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>	<p>Talk about some religious stories</p> <p>Recognise some religious words, e.g., about God</p> <p>Identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text</p> <p>Talk about some of their things these stories teach believers.</p>
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	<p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Say how and when Christians like to thank their Creator</p> <p>Talk about what people do to mess up the World and what they do to look after it.</p>	<p>Retell religious stories, making connections with personal experiences</p>	<p>Talk about some ways Christians remember these stories at Easter</p>		<p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world</p>	
<p>Music</p>	<p>Pulse</p> <p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p> <p>I can imitate movements in response to music.</p> <p>I can explore, respond and identify long and short sounds.</p>	<p>Voice</p> <p>I can sing songs, which contain a small range of notes (2 or 3 notes for example)</p> <p>I can take turns when singing and be a good listener.</p> <p>I can perform actions to accompany songs (move like a snake, etc.)</p>	<p>Rhythm</p> <p>I can explore rhythm through play</p> <p>I can create rhythms and suggest symbols to represent rhythms</p> <p>I can keep a steady pulse with some accuracy while playing</p> <p>I can recognise</p>	<p>Pitch</p> <p>I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally</p> <p>I can sing broadly in tune with a limited pitch range</p> <p>I can create music, and suggest symbols to represent sounds</p>	<p>Music Technology</p> <p>To explore and change sounds and music through play and technology.</p> <p>To comment and respond to recordings of own voice, other classroom sounds.</p> <p>To create music and suggest symbols to represent the sounds.</p> <p>To begin to</p>	<p>20th Century Music</p> <p>To comment and respond to recorded music from different traditions, genres, styles, and times.</p>

			and control changes in tempo	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	demonstrate an understanding of musical structure	
			I can listen to ideas from others, taking turns			

Expressive Arts and Design

ELG: Creating with Materials
 Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive
 Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Linked to Weekly Enhancements in the Indoor and Outdoor provision