

Learn-AT Early Years Curriculum – Big Picture

What are we trying to achieve?

Mission	Every child flourishes and enjoys learning with access to a rich, rounded, rigorous and coherent curriculum		
Aims	Excellence	Equity	Wellbeing
	Successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	Confident, articulate individuals, who can lead safe, healthy and fulfilling lives	Responsible citizens who can make a positive contribution to society
Core trust values	Learning and fellowship		
Intrinsic values	Christian values, British values and all those essential values common to good, kind and tolerant people of all faiths and no faith		
RRR: a rich, rounded and rigorous curriculum	<u>Core knowledge and understanding</u> e.g. excellent general, subject, social and cultural knowledge,	<u>Skills and competences</u> Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral, spiritual The six cs: see below	<u>Attitudes, attributes and dispositions</u> e.g. determined, adaptable, confident, risk-taking, enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind

What does the curriculum contain?

Prime Areas of Learning	Communication and Language			Physical Development				Personal, Social and Emotional Development		
	Listening, attention & understanding		Speaking	Gross Motor		Fine Motor		Self-regulation	Managing Self	Building Relationships
Specific Areas of Learning	Literacy			Maths		Understanding of the World			Expressive Arts and Design	
	Comprehension	Word reading (Phonics)	Writing	Number	Numerical Patterns	Past & Present	People Culture Communities	Natural World	Creating with materials	Being imaginative & expressive
Deeper Learning - core competencies	Critical thinking and problem-solving		Communication	Creativity and imagination		Character Education		Citizenship		Collaboration
Foundational and universal competency	Oracy									
Bottom line	Unconditional positive regard and well-being									

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things


- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Ridgeway EYFS Long term overview 2022-2023

Area of Learning	Autumn 1 (7 wks)	Autumn 2 (8 wks)	Spring 1 (7 wks)	Spring 2 (5 wks)	Summer 1 (5 wks)	Summer 2 (5 wks)
Seasons, Celebrations and Festivals known to the children and possible lines of enquiry	Autumn Weather What happens in Autumn?	Autumn/winter Weather Halloween Bonfire night Diwali 24.10.22 Children in Need 18.11. World cup 20 Nov-Dec Christmas What happens in Autumn?	Winter Weather Pancake day 21.2.23 Chinese New Year 22.1.23	Spring Weather Easter 9.4.23 Mothers' day 19.3.23	Spring/Summer Weather and temperature EID 21.4.23	Summer Weather and Temperature Father's day 18.6.23


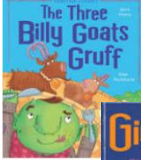

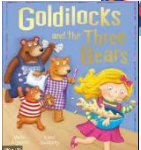

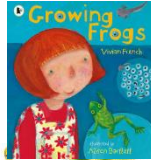

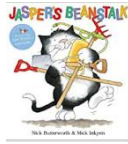
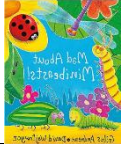
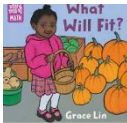
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens (3-4)</p> <p>Understand a question or instruction with two parts. (3-4)</p> <p>Sing a large repertoire of songs (3-4)</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Introduce helicopter stories (model writing and act out-being a good audience)</p> <p>Introduce Poetry Basket poems:</p> <ul style="list-style-type: none"> Chop Chop 	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>(focus children photos)</p> <p>Develop social phrases</p> <p>Engage in story times.</p> <p>Poetry basket poems</p> <ul style="list-style-type: none"> Leaves are Falling Breezy weather Who has seen the wind? 	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
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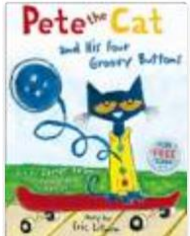
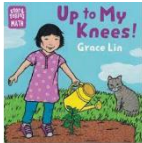
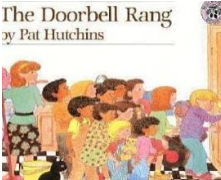
	<ul style="list-style-type: none">• Pointy Hat• Five Little Pumpkins• Wise old owl• Falling Apples• A basket of apples	<ul style="list-style-type: none">• Cup of tea• Mice• Shoes	<p>Poetry basket poems-</p> <ul style="list-style-type: none">• Popcorn• A little house• Pancakes• Let’s put on our mittens• I can build a snowman• Carrot nose	<p>Poetry basket poems-</p> <ul style="list-style-type: none">• Spring wind• Furry Furry Squirrel• Hungry Birdies• A little seed• Stepping stones• Mrs Bluebird	<p>Poetry basket poems-</p> <ul style="list-style-type: none">• I have a little frog• Dance• Pitter Patter• Sliced Bread• A little Shell• Five little peas• 	<p>Poetry basket poems-</p> <ul style="list-style-type: none">• • The fox• Monkey Babies• Thunderstorm• 5 little owls• If I were so very small• Under a stone
	<p>Learn new vocabulary different contexts Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in</p> <p>Learn rhymes, poems, and songs. Use new vocabulary through the day</p>					
Personal, Social and Emotional Development	<p>How can we make friends?</p> <p>What are the classroom rules?</p> <p>How can we work as a team?</p> <p>Why is it important to share with others?</p> <p>How can I resolve a conflict?</p> <p>Cambridgeshire PSHE Curriculum Myself and My relationships 1,2,3</p> <p>Be increasingly able to talk about their emotions (B-3)</p> <p>Are talking about their feelings in more elaborated ways. (B-3)</p> <p>Help to find solutions to conflicts and rivalries (3-4)</p> <p>Talk with others to solve conflicts (3-4)</p> <p>See themselves as a valuable individual.</p>			<p>Cambridgeshire PSHE Curriculum Healthier and Safer Lifestyles 1,2,3</p> <p>Show resilience and perseverance in the face of challenge. (COELs and environment)</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Mirrors- facial expressions and feelings-display?</p> <p>Strategies for when feeling angry/cross, tired, hungry, thirsty.</p>		<p>Cambridgeshire PSHE Curriculum Citizenship 1,2</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>


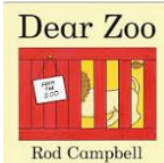

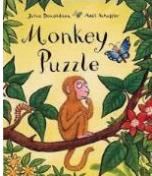
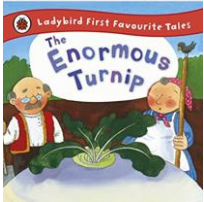
	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Adults model managing and resolving conflicts at school. Mirrors- facial expressions and feelings The colour monster The Invisible string All mixed up 					
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
Project Evolve E- safety	Copywrite and Ownership: I know that work I create belongs to me. I can name my work so that others know it belongs to me Privacy and Security I can identify some simple examples of my personal information (e.g name, address, birthday, age, location) I can describe who would be trustworthy to share this information with. I can explain why they are trusted. Self Image and Identity I can recognise online or offline, that anyone can say ‘no’, ‘please stop’ ‘I’ll tell’ ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.		Managing Online information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Health, Wellbeing and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.		Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know Online Reputation I can identify ways that I can put information on the internet Online bullying I can describe ways that some people can be unkind online I can offer example of how this can make others feel.	
	Physical Development	PE- language for movement e.g Push and pull top and bottom	PE- Big moves	PE- Gymnastics/Ball control/balancing on different parts of the	What does it mean to be safe?	What does it mean to be safe?


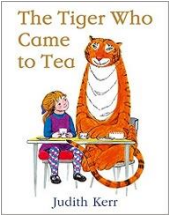
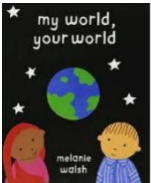
	high and low	How can I change direction safely?	body/numbers of points on the floor.	What does it mean to be healthy?	What does it mean to be healthy?	catching, kicking, passing, batting, and aiming
	<p>What are the names for movements?</p> <p>How can I move differently?</p> <p>How can I make a movement pattern?</p> <p>How do I hold scissors? A paintbrush? A pencil?</p> <p>How can I manage risk? Use large and small motor skills to do things independently for example manage buttons and zips, and pour drinks (B-3) Use one handed tools and equipment eg making snips in paper with scissors (3-4) Start to eat independently and learning how to use a knife and fork. (3-4) Be increasingly independent as they get dressed and undressed eg putting on coats and doing up zips.(3-4) Use a comfortable grip with good control when holding pens and pencils. (3-4)</p> <p>Introduce hammering at woodwork bench and</p>	<p>How can I adjust speed?</p> <p>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, climbing.</p> <p>Introduce hammering at woodwork bench and</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Opportunity to dress after PE- bring uniform on Tuesdays.</p>	<p>How can I keep safe?</p> <p>How can I keep healthy?</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>How can I keep safe?</p> <p>How can I keep healthy?</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	

	using knives at snack tables.	using knives at snack tables. screwdrivers at woodwork bench	Introduce vegetable peelers at snack table and screwdrivers at the woodwork bench			
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
Literacy	<p>Develop their phonological awareness, so that they can – spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. (3-4)</p> <p>Use some of their print and letter knowledge in their early writing. (3-4)</p> <p>Write some or all of their name (3-4)</p> <p>Model and encourage name writing on pictures and paintings. (name cards available)</p> <p>Pre handwriting movements- large scale with chalk/ribbon/finger rhymes</p> <p>Introduce Helicopter stories</p>	<p>Write some letters accurately (3-4)</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re -read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
Possible Books	<p>The Colour Monster</p> <p>The invisible string</p> <p>What the ladybird heard</p> <p>Hairy Mclary</p> <p>Don't put your finger in the Jelly, Nelly</p>	<p>Stick man</p> <p>Traditional Tales- the 3 billy goats gruff, 3 little pigs, Red Riding hood, gingerbread man</p>	<p>What the ladybird heard</p>	<p>The very hungry caterpillar</p> <p>Growing frogs</p>	<p>Jasper's Beanstalk</p>	<p>Mad about minibeasts</p> <p>Rumble in the Jungle</p> <p>Commotion in the Ocean</p>

	<p>The Train ride Dear Zoo Where's Spot? Brown Bear, Brown Bear what do you see? Each Peach Pear Plum Hug! Rosie's Walk</p> 	  		 	 	
Soundwrite Phonics	Phonological awareness- listening, rhyming, alliteration, oral segmenting and blending Soundwrite units 1-7		Soundwrite units 8-10		Soundwrite unit 9-10 Consolidation of units 8-11 Polysyllabic words Introduction to extended code /ay/, /ee/, etc	
Maths concepts and tools (See MTPs for more detail)	<p>Pattern</p> <ul style="list-style-type: none"> Repeating patterns Growing patterns Spatial patterns (including subitising) Movement patterns Patterns in stories Musical patterns/rhymes What's the same? What's different? Class calendar events <p>Subitising 1-3</p>	<p>Pattern</p> <ul style="list-style-type: none"> Repeating patterns Growing patterns Spatial patterns (including subitising) Movement patterns Patterns in stories Musical patterns/rhymes What's the same? What's different? Class calendar events <p>Subitising 1-5</p>	<p>Subitising</p> <ul style="list-style-type: none"> Perceptually 1-6 Conceptually 1-6 Exploring properties of number 5 frames, 10 frames Part/whole Partitioning Number bonds <p>Cardinality Composition of 4,5,6</p>	<p>Subitising</p> <ul style="list-style-type: none"> Perceptually 1-10 Conceptually 1-10 Real world Maths world Variation 10 frames Part/whole Partitioning Number bonds 	<p>Cardinality and Composition</p> <ul style="list-style-type: none"> Odd and even numbers <p>Measures</p> <ul style="list-style-type: none"> The Sunflower challenge 	<p>Cardinality and Composition</p> <ul style="list-style-type: none"> Odd and even numbers <p>Class calendar events</p>

	<ul style="list-style-type: none"> • Perceptually • Conceptually • Fingers • 3 or not 3 • Real world objects • Maths world (e.g counters) • Variation- outside, large objects etc <p>Cardinality 1-3</p> <ul style="list-style-type: none"> • Real world • Maths world • Variation • Rhymes songs and stories <p>Unitising</p> <ul style="list-style-type: none"> • <u>Self</u> registration using 5 frames and photos. <p>Sorting and Classifying</p> <ul style="list-style-type: none"> • Properties of objects- sorting and classifying when tidying away. <p>Positional language</p> <ul style="list-style-type: none"> • tidying away • obstacle courses 	<ul style="list-style-type: none"> • Perceptually • Conceptually • Fingers • 3 or not 3 • Real world objects • Maths world (e.g counters) • Variation- outside, large objects etc <p>Cardinality 1-5</p> <ul style="list-style-type: none"> • Real world • Maths world • Variation • Rhymes songs and stories <p>Maths through Stories</p> <ul style="list-style-type: none"> • One more one less • Pete the Cat and his four groovy buttons  <p>Unitising</p> <ul style="list-style-type: none"> • <u>Self</u> registration using 5 frames 	<ul style="list-style-type: none"> • Introduce number tracks • Part/whole • Real world • Maths world • Variation • Equivalence • Partitioning <p>Unitising</p> <ul style="list-style-type: none"> • Self registration using 10 frames <p>Capacity- full, nearly full, empty, nearly empty, half full.</p> <p>How tall are we now? Is the oldest person the tallest?</p> <p>Class calendar events</p>	<p>Pattern</p> <ul style="list-style-type: none"> • Class calendar events <p>Cardinality and Composition of 7,8,9,10</p> <ul style="list-style-type: none"> • Number tracks • Part/whole • Real world • Maths world • Variation • Equivalence • partitioning <p>Unitising</p> <ul style="list-style-type: none"> • Self registration using 10 frames 	 <p>Plants-measuring and comparing- half the size, double the size etc.</p> <p>Maths through stories,</p> <ul style="list-style-type: none"> • Sharing into equal and unequal groups • Part/whole • Doubles  <ul style="list-style-type: none"> • Number bonds to 10 and above • Larger numbers on 10 frames <p>Compose and decompose shapes</p>	<p>Unitising</p> <p>Self registration using 10 frames rotated vertically for variation.</p>
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	<ul style="list-style-type: none">lining up <p>Nominal I'm Evie and I'm 4 I'm Louis and I'm 5</p>     	<p>and name pebbles.</p> <p>Sorting and Classifying</p> <ul style="list-style-type: none">Properties of objects- sorting and classifying when tidying away.Sorting and classifying loose parts and natural objects <p>Positional language</p> <ul style="list-style-type: none">tidying awayobstacle courseslining up <p>Nominal I'm Evie and I'm 4 I'm Louis and I'm 5</p>			<p>Class calendar events Unitising Self registration using 10 frames rotated vertically for variation</p>	
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Understanding the world	<p>Leicestershire RE agreed syllabus 2022 Links- F4- Being Special- Where do we belong?</p> <p>How do you celebrate special events?</p> <p>Which groups do you belong to?</p> <p>How do we show people that they are welcome?</p> <p>How do other people celebrate special events?</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about the differences between materials and the changes they notice (3-4)</p> <p>Use all of their senses in hands on exploration of natural materials. (3-4)</p>	<p>Leicestershire RE agreed syllabus 2022 Links F6- Which stories are special and why?</p> <p>Hindus- Rama and Sita (Diwali)</p> <p>Christians-Christmas story</p> <p>F5- which places are special and why?</p> <p>Churches- Christians</p> <p>Temples and Shrines- Hindu</p> <p>F2- Why do Christians perform Nativity plays at Christmas?</p> <p>Continue to develop positive attitudes about the differences between people (3-4)</p> <p>Focus children photos</p> <p>Book-The Smoos and the Smeds</p> <p>My Brown Skin</p> <p>My world, your world</p> <p>Recognise that people have different beliefs and celebrate special times in</p>	<p>Leicestershire RE agreed syllabus 2022 Links F6- Which stories are special and why?</p> <p>Chinese New year story</p> <p>I know that Chinese new year is celebrated around the world.</p> <p>I know that the story of Chinese new year is special to people who celebrate.</p> <p>I can talk about some of the traditions around chinese new year,</p> <p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p>	<p>Leicestershire RE agreed syllabus 2022 Links F3- Why do Christians put a cross in an Easter Garden?</p> <p>I know that Christians celebrate Easter as they believe that this is when Jesus died.</p> <p>Compare and contrast characters from stories, including figures from the past</p> 	<p>Leicestershire RE agreed syllabus 2022 Links- F5- Which places are special and why?</p> <p>Understand that some places are special to members of their community.</p> <p>I know that a Mosque is special to Muslims. (EID)</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Leicestershire RE agreed syllabus 2022-links F1 God/Creation</p> <p>Why is the word God so important to Christians?</p> <p>I know that God is special to Christians.</p> <p>I know that other faiths have special people to them.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4)</p> <p>(Focus children photos?)</p> 

Explore collections of materials with similar/different properties. (3-4)

Family Photos to talk about and display
Learning Journey photos from home to share with the class
Nature walks/trails



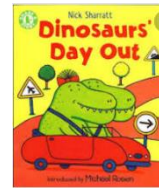
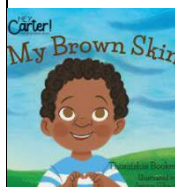
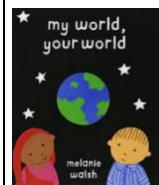
different ways. **(Focus children photos)**

Know that the story of Rama and Sita is special to Hindus and talk about how Diwali is celebrated.

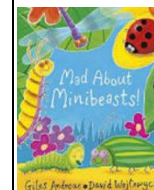
Know that Christians celebrate Christmas as the birth of Jesus. Talk about how Christians celebrate Christmas.

Explore the natural world around them.

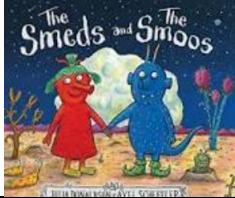
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4)
(Focus children photos and World Cup)



Explore the natural world around them.



Frogspawn and Caterpillars

						
Computational thinking Concepts and approaches	Barefoot computing- Busy bodies <ul style="list-style-type: none"> Algorithms Decomposition Debugging Logic Patterns Abstraction <div> <p>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Self-Image and Identity</p> </div>	Barefoot computing- Awesome Autumn <ul style="list-style-type: none"> Creating Pattern Logic Algorithms Decomposition Collaborating 	Barefoot computing- Winter Warmers <ul style="list-style-type: none"> Algorithms Creating Collaboration Decomposition Tinkering Persevering 	Barefoot computing- Springtime <ul style="list-style-type: none"> Abstraction Tinkering Creating Collaborating Algorithms Persevering Decomposition 	Barefoot computing- Boats Ahoy <ul style="list-style-type: none"> Algorithms Decomposition Creating Tinkering Logic Patterns Abstraction Collaborating	Barefoot computing- Summer fun <ul style="list-style-type: none"> Tinkering Persevering Patterns Logic Decomposition Debugging Collaborating Algorithms
Forest School	Talk about the differences between materials and the changes they notice (3-4)					

	<p>Use all of their senses in hands on exploration of natural materials. (3-4) Explore collections of materials with similar/different properties. (3-4) Explore the natural world around them. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p> <p>Mud Kitchen- Identify tree species- elder, oak, rowan, birch, sweet gum, maple and hazel through matching pictures of leaves with real leaves. Identifying leaf features Nature scavenger hunts Nature art- leaf decorating, stick fairies, magic wand and crown, leaf printing Minibeasts-habitats, life cycles, classification</p>					
Expressive Arts and Design	<p>What do different instruments sound like?</p> <p>What are the names of some percussion instruments?</p> <p>Charanga- Me! Listen and Respond Songs- Celebration, Happy, Sing, Happy Birthday, Our house</p> <p>Songs to learn- pat a cake, Name song, 1,2,3,4,5, This old man, 5 little ducks, things for fingers</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits (3-4) Draw with increasing complexity and detail such</p>	<p>Music Scheme: Charanga: My stories</p> <p>Show different emotions in their drawings- happiness, sadness, fear etc. (3-4) Create their own songs or improvise a song around one they know (3-4) Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Rangoli Patterns Firework pictures- Jackson Pollock Clay diva lamps Clay autumn animals?</p>	<p>Music Scheme: Charanga: Everyone</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses- Chinese dragon and lion dances,</p>	<p>Music Scheme: Charanga: Our World</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Music Scheme: Charanga: Big Bear Funk</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Music Scheme: Charanga: Rewind and Replay</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>

	<p>as representing a face with a circle and including details. (3-4)</p> <p>Listen with increased attention to sounds (3-4)</p> <p>Play instruments with increasing control to express their feelings and ideas (3-4)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4)</p> <p>Develop storylines in their pretend play.</p> <p>Colour mixing Leaf rubbings</p>	Charanga-					
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>						