

# GLENFIELD INFANT SCHOOL

YEAR R: 2022-2023

## Topic overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	Getting to know you.	Autumn/Christmas	People Who Help Us	Spring into Life!	Superhero stories	Adventures in Storyland
<b>Enhancement – trips, visits, visitors, children’s interests.</b>	Welly Wednesdays	Church Visitor- Welly Wednesdays Christmas Film night	World book day story drama visit. Police /Fire fighter visit. Welly Wednesdays Visit to Bitterne	Pancake day -make pancakes. Easter bonnet parade Welly Wednesdays Church visit	Welly Wednesdays Longdown activity farm trip Visit from the Church	Welly Wednesdays Church visit
<b>Parental involvement</b>	Home visits/school visits Golden tickets Stay and Play Early phonics and reading meeting	Nativity Golden tickets Stay and play Pre-writing workshop	Golden tickets Stay and play Parents jobs	Learning Journey Stay and Play Golden tickets	Golden tickets	Sports Day Golden tickets Stay and play
<b>Key vocabulary</b>	Portrait, Self-portrait, Harvest, Autumn, Evergreen, Christian, Phoneme, digraph, grapheme	Jesus, Birth, Christening, Church, Recycling, global warming, Winter Trigraph	Envelope, Post-office, letter, stamp, Letter box, Bitterne, Waterproof, Grandparents, Parents, baby, yesterday, today, now, next, last year, jobs, nurse, dentist, doctor, firefighter etc	India, England, Great Britain, city, float, sink, predict, instructions, imperative verbs life cycle, hatch, frog spawn, tadpole, frog	Caterpillar, butterfly, chrysalis, life cycle, cocoon, moth, leaf  Superhero .	Hero, Villains, Kingdom, Prince, Princess, long ago, once upon a time, Castle, rule
<b>Communication and language</b>	I can understand how to listen carefully and why listening is important. I can learn and use new vocab. I can develop social phrases. Engage in story time. Learn rhymes, poems and songs	I can describe events in some detail. I can develop social phrases.  I can learn and use new vocab.  I can ask questions to find out more and to	I can engage in non- fiction books. I can use new vocabulary in different contexts.  I can have conversations with friends. .	I can articulate ideas and thoughts in well- formed sentences.  Visit to Longdown activity farm.	<i>ELG-Express ideas and feelings about experiences in full sentences including use of past, present, future tenses and making use of conjunctions, with modelling and support from teacher. ELG-Make comments on what they have heard</i>	<i>ELG-Offer explanations as to why things might happen using recently introduced vocab from stories... ELG-Hold conversations –back and forth exchanges.</i>

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	<p>All about me bag-email in photos and info. Story time. Song and rhyme time. Story sacks</p> <p><b>Computing: Listening and Attention</b>, playing songs on the computer/speaker or CD player and dancing, talking about the sound using key words like loud, quiet, and the rhythm, etc. CP have a go at making your own music and instruments, developing a beat.</p>	<p>check what has been said to them.</p> <p>Use beebots and remote controlled cars. Using various types of phones, play laptops and tablets in the home corner, allow them to model what how have seen it used and pretending to communicate with friends.</p>	<p>Fire fighter visit. Think of questions to ask. Visit the local library.</p>	<p>Take iPad/ Camera device and take pictures of experiences, maybe some chn have a go at doing this (Computing)</p>	<p><i>and ask questions to clarify understanding</i></p> <p><i>ELG-Participate in small group, class and 1:1 discussions, offering own ideas and using new vocab.</i></p> <p><b>Computing- Speaking</b> Making video diaries of their day using the iPads. Using lit books for writing own stories, video self-performing using the camera.</p>	<p><i>ELG-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</i></p> <p>Pie Corbett Story telling. Traditional story language</p>
Personal, social and emotional development	<p><b>SCARF: Me and my relationships</b> I can wash my hands and dry them. I can blow my nose and throw away the tissue. I can play with one or more children and help find solutions to conflicts. I see myself as valuable individual.</p> <p><b>Text –Oh no George! The worry monster</b></p>	<p><b>SCARF: Valuing difference</b> I can put on my shoes, wellies and coat. I can go to the toilet by myself and know to why it is important to wash my hands after. I can wash my hands before snack and help myself to it. I can follow an instruction. I can keep myself safe.</p>	<p><b>SCARF: Keeping safe</b> I understand that sometimes I have to wait for things, take turns and tidy up.</p> <p>I can talk about how to keep healthy. I know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> </ul>	<p><b>SCARF: Rights and respect</b> I know how to express my feelings and consider the feelings of others. I can show resilience and perseverance in the face of challenge. I can identify and moderate my own feelings socially and emotionally. I can think about the perspectives of others.</p>	<p><b>SCARF: Being my best</b> I can express my feelings and consider the feelings of others. I can show resilience and perseverance in the face of challenge. I can think about the perspectives of others.</p> <p><i>ELG-Show sensitivity to their own and others' needs.</i></p>	<p><b>SCARF: Growing &amp; Changing</b> <i>ELG-Give focused attention and able to follow instructions involving several actions.</i> <i>ELG-Form positive attachments to adults and friendships with peers.</i> <i>ELG-Manage their own basic hygiene and personal needs, including dressing,</i></p>

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	<p>Home visits –take time to get to know the family members, culture, personal history. Talk family photos to display in school. Highlight child’s interests. Explain green pegs and learning lighthouse. Explain Head teachers’ awards and how to achieve one</p> <p><b>Safety Passports</b> Pants Rule, E Safety, Sharp objects, Fire Safety &amp; Lockdown, personal hygiene School rules</p> <p><b>Computing</b> - Golden tickets and anything parents email in, share and celebrate with class using interactive wb.</p> <p><b>E Safety</b> <a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a> Use Smartie the penguin story.</p>	<p><b>Text</b></p> <p>Head teachers award. Wow wall</p> <p><b>Safety Passports</b> Clever, never goes (Stranger danger), Bonfire night safety, Road safety, well- being.</p>	<ul style="list-style-type: none"> <li>• toothbrushing</li> <li>• sensible amounts of ‘screen time’</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> <p>Head teachers award. Wow wall Tooth brushing.</p> <p>Text –Topsey and Time at the dentist youtube Read a range of dentist, teeth books. Teach how to brush teeth and look after your teeth.</p> <p><b>Safety Passports</b> 999 Call, Fire safety, medicine safety, First aid, text Message.</p> <p><b>8<sup>th</sup> Feb – Safer Internet Day:</b> partake in activities planned, watch/read Digital Duck story and develop strategies of staying safe online.</p>	<p>I can manage their own needs. • Personal hygiene</p> <p><b>Text</b></p> <p>Head teachers award. Wow wall Play games involving taking turns.</p> <p><b>Safety Passports</b> Safety in the home, Sharp objects.</p>	<p><i>ELG-Confident to try new activities –show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>ELG-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>ELG- Set and work towards goals being able to wait for what they want and control immediate impulses when appropriate.</i></p> <p>Head teachers award. Wow wall Introduce tasks to challenge.</p> <p><b>Safety Passports</b> Sun safety Forest school</p>	<p><i>going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>ELG-Explain the reason for rules, know right from wrong</i></p> <p><i>ELG-Work and play cooperatively and take turns with others</i></p> <p>Head teachers award. Wow wall</p> <p><b>Safety Passports</b> Water safety</p>

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	Use technology safely and respectfully, keeping personal information private Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
Physical Development	<p>I can use the toilet, wash and dry my hands independently. I can carry my own tray at lunchtime. I can select my own snack and open my milk.</p> <p>Teach knife safety. Move into graters &amp; peelers. Transport equipment safely. (On going)</p> <p>Kinetic letters Forest school</p> <p>Bikes and large play equipment –ongoing</p>	<p>Putting on coats and doing them up, Putting shoes and wellies on independently. I can use a knife and fork. I can use pencils and paintbrushes for drawing and writing.</p> <p>Kinetic letters Forest school</p>	<p>I can use scissors effectively.</p> <p>Kinetic letters Forest school</p> <p>PE Hub dance Learn how to make a cress sandwich. Dental health Forest school</p>	<p><b>Computing</b> – chn have a go on interactive wb, making large movements/ letter shapes.</p> <p>Kinetic letters</p> <p>PE hub gym Forest school</p>	<p><i>ELG-Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>ELG-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>ELG-Begin to show accuracy and care when drawing</i></p> <p>Forest school Kinetic letters</p> <p>Environmental art</p>	<p><i>ELG-Demonstrate strength, balance and coordination when playing.</i> <i>ELG- Hold a pencil effectively in preparation for fluent writing-tripod grip most cases.</i> <i>ELG-Use a range of small tools-scissors, paintbrushes, cutlery.</i></p> <p><i>Make healthy choices about food, exercise, sleep, dental hygiene, screen time.</i></p> <p>Forest school</p>

<p><b>Literacy</b></p>	<p>I know individual letters by saying the sounds for them. I can blend short words. I can read a few common exception words. I recognise my name</p> <p><b>Writing</b> I am giving meaning to marks I can use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds I can: · Use one handed tools · Use comfortable grip and show good control with pencil · Show a preference for a dominant hand</p> <p><b>Texts</b> <b>Gingerbread man</b> <b>All are welcome</b> <b>Colour Monster</b> <b>It was a cold dark night</b></p>	<p>I can read some letter groups that each represent one sound and say sounds for them. I can read a few common exception words. I know how to blend with taught graphemes I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing –</b> I can write a label or list I can write a simple caption I can segment and record words with taught graphemes.</p> <p><b>Texts</b> <b>Pumpkin Soup</b> <b>Room on the Broom</b> <b>Autumn/weather poetry</b> <b>Stick Man</b></p>	<p>I can read some letter groups that each represent one sound and say sounds for them. I can read a few common exception words. I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</p> <p><b>Writing</b> I can write captions with common exception words and finger spaces. I am beginning to form lower- case and capital letters correctly.</p> <p><b>Texts</b> <b>All through the night</b> <b>Dr Ranj A Superhero like you</b> <b>Computing- Mark making via the paint app on the interactive wb or iPads.</b></p>	<p>I can read some letter groups that each represent one sound and say sounds for them. I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Writing</b> I can: Start to form lower-case and capital letters correctly. I can write and spell common exception words correctly</p> <p><b>Texts</b> <b>Oliver’s vegetables</b> <b>Oi Frog! (Series)</b> Farm stories</p>	<p>I can read a few common exception words. I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words. I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p><b>Writing</b> I can: Form lower-case and capital letters correctly. Write short sentences by segmenting unfamiliar words and spelling known common exception words correctly.</p> <p><b>Texts</b> <b>The hungry caterpillar</b> <b>Billy’s Bucket</b> <b>Rainbow fish</b> I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p>	<p>Start to introduce adjectives into writing. Start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop. Form lower-case and capital letters correctly.</p> <p><b>Texts</b> <b>The Gingerbread Man</b> Non Fiction-Instructions Verbs <b>The Chapatti Man</b> Pie Corbet <b>-High Way Rat</b></p> <p><i>ELG-Anticipate key events in stories.</i> <i>ELG –Use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes and poems and during role play.</i> <i>ELG –Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>ELG-Write simple phrases that can be read by others</i> <i>ELG write recognisable letters, most of which are correctly formed</i></p>
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Title	Getting to know you.	Autumn/Christmas	People Who Help Us	Spring into Life!	Superhero stories	Adventures in Storyland
Author focus	Julia Donaldson		Martin Waddell		Jill Murphy	Martin Waddell (Farmer Duck, Pig in the Pond)
Poetry	Incy Wincy 5 little monkeys Lucy Locket	Twinkle Twinkle little Star	A little seed Humpty Dumpty	Song on a train	4 Jolly Pirates Row Row Row your boat	Mary had a little lamb
Phonics	Essential Letters and sounds. Phase 1 /2  <b>Computing/ Reading</b> – Access to digital books through Oxford owl	Phase 2/3 Phase 1 & 2 ongoing  <b>Computing/ Reading</b> – Access to digital books through Oxford owl	Phase 3 Phase 2 ongoing  <b>Computing/ Reading</b> – Access to digital books through Oxford owl	Phase 3 Phase 2 & 3  <b>Computing/ Reading</b> – Access to digital books through Oxford owl	Phase 3/4 Phase 2 & 3 o  <b>Computing/ Reading</b> – Access to digital books through Oxford owl	Phase 4/5 Phase 2 & 3 <i>ELG-Read aloud simple sentences that are consistent with their phonic knowledge including some common exception words.</i> <i>ELG read words consistent with their phonic knowledge by sound-blending</i> <i>ELG Say a sound for each letter in the alphabet and at least 10 digraphs</i>
Maths	Baseline  NCETM maths. <b>Mastering number.</b>  Exploring patterns  Circles and triangles	NCETM maths. <b>Mastering number.</b>  Positional language Shapes with 4 sides Time	NCETM maths. <b>Mastering number.</b>  Compare mass and capacity.  Length and height	NCETM maths. <b>Mastering number.</b>  Time 3D shapes pattern	NCETM maths. <b>Mastering number.</b>  Counting patterns  Spatial reasoning	NCETM maths. <b>Mastering number.</b>  pattern

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Understanding the world. People, culture and communities	<p>I can talk about members of my immediate family and community. I can name and describe people who are familiar to me.</p> <p>During home visit, photograph family together and display in the classroom to encourage discussion. Use familiar language for parents and grandparents including other languages. Model language for describing the weather –set up weather station/tv studio</p>	<p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Polish Christmas-St Nicolas 6<sup>th</sup> Dec Respond to current cohort and Nationalitiies. Computing - Chinese new year – research using iPad/laptop or wb this celebration, explore pictures, facts with children.</p>	<p>I can talk about members of my immediate family and community</p> <p>Visit from Fire fighter. School nurse Invite parents in who have interesting jobs. I can show an interest in different occupations and ways for life</p>	<p><b>Computing</b> – (Chn know that information can be found from books and online – researching. ) life in this country and outside of this country, how its different, what do we notice when we <b>look up</b> pictures and use a map. Discuss if children have been on holiday to any other countries.</p>	<p>I can explain some similarities and differences between life in this country and life on other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Text: Handa’s Surprise Computing/ The World: encourage children to share stories about places they have been. Let parents know that they can email in pictures and share these on the interactive wb.</p>	
Religious Education	<p>RE Concept: Celebration Theme: Being Thankful- Harvest Birthdays</p>	<p>RE Concept: Celebration Theme: Jesus’ Birthday</p> <p>Church Visit-Christmas focus</p> <p>Culture books-Talk about how they are unique share family traditions.-Email in</p>	<p>.RE Concept Special</p>	<p>RE Concept: Signs of new life Theme: Eggs</p>	<p>RE Concept: Precious Theme: Water</p> <p>Visit to the Church.</p>	<p>RE Concept: Change Theme: Transition</p> <p><i>ELG 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</i></p>

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		photos from home to share.				
<b>Understanding of the World The Natural World</b>	<p>I can describe what I see, hear, and feel whilst outside.</p> <p>I can go to the toilet, wash my hands and use a tissue.</p> <p>I can observe and discuss changes.</p> <p>Collect and photograph changes into Autumn, focusing on decay</p> <p>Seasonal change, improving our environment</p> <p><b>Plant bulbs for the Spring.</b> What do plants need to grow? Observe changes ongoing.</p>	<p>I can draw information from a simple map.</p> <p>Introduce Barnaby Bear.</p> <p>I can explore the natural world around them</p> <p>Introduce Forest Wednesday sessions.</p> <p>Route to forest school, draw simple maps of the woods and school grounds.</p>	<p>I know and understand the effect of changing seasons on the natural world around me.</p> <p>Grow cress for sandwich.</p> <p>Growing cress, allowing children (working in groups) to lead the choices about how they grow the cress (potting material, position in the room, amount of water etc.).</p>	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Book: The Tiny Seed &amp; Poem: The little seed Visit Longdown dairy farm.</b></p> <p><b>Seasonal changes</b></p> <p>Observe, discuss and capture (photos, pictures) changes into Spring</p> <p>Hatch frog spawn &amp; hatch Caterpillars-Life cycles</p> <p>Plant potatoes from seeded potatoes.</p>	<p>I can recognise some environments that are different from the one in which I live.</p> <p>Visit –Royal Victoria Country park.</p> <p>Text –Handa’s Surprise</p> <p><b>Computing</b> - Use Technology to research chosen</p>	<p><i>ELG 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.</i></p> <p><b>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <p><i>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>
<b>Past and Present</b>	<p>Enquiry 3 :What are our favourite celebrations each year?</p> <p>Planning from Historical association</p>		<p><b>.Enquiry 2 : How have I changed since I was a baby?</b></p> <p>Planning from Historical association</p>		<p>Enquiry 1 : Why do we wear different clothes at different times of the year?</p> <p>Planning from Historical association</p>	<p><i>ELG Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>

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			<b>Baby photos-</b> Discuss how have we changed both in appearance and in abilities			<b>ELG-Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</b> <b>ELG Talk about the lives of people around them and their roles in society</b>
<b>Expressive arts and design</b>	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can develop storylines in my pretend play.</p> <p>I know how to create collaboratively, sharing ideas, resources, and skills.</p> <p>Look at Famous portraits-Picasso, Vangough</p> <p>Loose parts-Self portraits – link to forest school natural faces.</p>	<p>Involve children in role play choices, responding to their own interests.</p> <p><b>Art-</b>Firework art, Jackson Pollock. Explore Powder paint, colour mixing. Link to Technology on the paint programme.</p> <p>Make a moving firework picture. Levers and split pins.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>– NUT- CRACKER</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I know how to develop storylines in my pretend play.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Artist Focus:</b> Giuseppe</p> <p>Giuseppe Arcimboldo- Vegetable Art with real</p>	<p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p><b>Artist Focus:</b> Eric Carle <b>Text:</b> The Tiny Seed</p>	<p><b>ELG Share their creations, explaining the process they have used.</b> <b>ELG make use of props and materials when role playing characters in narratives and stories</b></p> <p>I can develop storylines in my pretend play.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>I can explore, use and</p>	<p><b>ELG Invent, adapt and recount narratives and stories with peers and their teacher.</b> <b>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</b></p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>Design and make bridges /boats/rafts-purpose to get your biscuit across the water tray.</p>

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	<p>Colour mixing</p> <p><b>Artist Focus:</b> Arcimboldo <b>Text:</b> the Colour monster</p> <p>Computing - using CD player to listen to age appropriate music, fitness music, yoga, and nursery rhymes of their choice.</p>	<p><b>Artist Focus:</b> Jackson Pollock <b>Text:</b></p>	<p>vegetables, record with photography</p> <p><b>Art-</b>Printing Block – different equipment – everyday objects, using tools, (Valentines Day cards) Make own printing block –Link to repeating patterns.</p> <p>Folding paper-symmetry Butterflies, ladybird spots-link to doubling</p>		<p>refine a variety of artistic effects to express my ideas and feelings. <b>Artist-</b>Henri Rousseau, <b>Text</b> The Tiger skin rug book Revisit Colour mixing, shades of green, paint charts, orange, different shades of green.</p> <p>Tiger stripe patterns.</p> <p>Collages – finish product underwater collage – skills progression till then. Wax resist, pastels, crayons, washes. Texture Scissor skills, tearing, scrunching. Loose parts large and small photograph Artists-Eric Carle illustrations</p>	<p>Make a puppet theatre or stage to hold shows. use slot method to set traps and catch evil pea.</p> <p>Father’s Day Cards – Pop Up or moving card</p> <p><b>Artist Text</b> -</p>
Music	<p>I can sing simple songs with actions. I can use voices and sound makers to</p>	<p>I can sing with a group in a nativity play. I can listen attentively, move</p>	<p>I can use my voice to express different moods and explore environmental sound</p>	<p>I can investigate high, low, fast and slow sounds</p>	<p><b>ELG- Perform songs, rhymes, poems and stories with others, and (when appropriate) try</b></p>	<p><b>ELG’s – Sing a range of well- known nursey rhymes and songs</b></p>

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	explore environmental and instrumental sounds	to and talk about music, expressing my feelings and responses.	makers in the classroom and outside I can use percussion instruments and body percussion to play a steady beat	I can use movement to music to express growing and changing	<i>to move in time to music.</i> I can use different voices and instruments to express characters and events in stories I can recognise repeated sounds and patterns	I can explore loud and quiet sounds I can use voices and instruments to create sounds for effect I can develop skills in playing simple rhythms to accompany music
Exit point/celebration		Nativity	Post valentines Days Card home	Indian food tasting LJ Stay and Play	Longdown Activity Farm	