



Newton-le-Willows Primary School 2021-2022

Reception Curriculum Long Term Plan

		Autumn Term		Spring Term		Summer Term				
		All About Me	Toys and Celebrations	Who blew the house down?	Changes	Are we there yet?	Space			
Communication and Language		<p>Children will Understand how to listen carefully and why listening is important. Engage in story times. 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.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. 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>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Begin to retell a story they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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 the teacher.</p>	<p>Retell the story or past event once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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.</p>			
		<ul style="list-style-type: none"> Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs. Listen to stories and talk about stories to build familiarity and understanding. 								
Personal, Social and Emotional Development		<p>Being Me The children will be introduced to self-regulation. They will begin to understand the importance of listening attentively and following instructions accurately. They will use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. (C&L) They will begin to develop social phrases. (C&L)</p>	<p>Aspirations The children will work towards simple goals and develop. They will continue to work on self-regulation with a focus on patience. Children will take turns and share where appropriate. They will see themselves as a valuable individual.</p>	<p>Respecting ourselves and others This topic will focus on the importance of building relationships. They will work and play co-operatively and take turns with others. Children will form positive attachments to adults and friendships with peers. Children will show sensitivity to their own and other's needs. They will Identify and moderate their own feelings socially and emotionally. They will think about the perspectives of others. They will recognise that people have different beliefs and celebrate special times in different ways. (UoW)</p>	<p>Physical Health and Well Being Children will learn to manage their own basic hygiene and personal needs, including dressing, toileting, washing hands and the importance of healthy food choices. They will Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> Physical Activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine </p>	<p>Keeping Safe In this topic, children will understand the need for rules and know right from wrong. Children will try and behave accordingly and adjust their behaviour as necessary. They will Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> being a safe pedestrian </p>	<p>Positive Relationships Children will build relationships in the setting. They will work and play co-operatively and take turns with others. They will express their feelings and consider the feelings of others. They will show resilience and perseverance in the face of challenge.</p>	<p>Belonging to a Community In this topic, children will show an understanding of their own feelings and those of others. They will begin to regulate their behaviour accordingly. They will talk about members of their immediate family and community (UoW) They will name and describe people who are familiar to them. (UoW)</p>	<p>Growing and Changing This topic teaches children to be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Media and digital Resilience This topic teaches children about the importance of staying safe online.</p>

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Ball Skills/Games Activities

In this unit, children will learn to negotiate space successfully when playing racing or chasing, adjusting speed and avoiding obstacles. They will revise and refine fundamental movement skills they have already acquired, such as running and walking. They will combine these different movements with ease in order to navigate around the space. Children will show increasing control over an object in pushing, patting, throwing catching or kicking it.

Children will begin to show a preference for a dominant hand/foot and participate in team games which include opposing sides. They will keep play going by responding to what others are saying or doing.

Children will begin to manage their needs during team games, learning to take turns and celebrating achievements (PSED). They will begin to recognise and talk about the different factors that support overall health and well-being, such as physical activity.

In this unit, children will begin to develop their small motor skills so that they can begin to use a range of tools competently, safely and confidently. These will include pencils for drawing and writing, scissors, paintbrushes. Knives, forks and spoons, play dough, dressing and undressing dolls.

The children will begin to develop the foundations of a handwriting style which is fast, accurate and efficient (Linked to writing)

Children will develop the skills they need during each half term to manage the school day successfully. (Linked to PSED)

Dance

In this unit, children will start to enjoy joining in with dance and begin to move rhythmically, creating movement in response to music, including moving in a way that copies an animal, linking several movements together and will also use movement to express feelings. Combining different movements with ease and fluency. Children will practice these dances each week in order to refine and build on their previous learning. The children will continue to develop their overall body-strength, balance, co-ordination and agility. They will continue to understand and talk about the different factors that support overall health and well-being, such as physical activity.

In this unit, children will continue to develop and refine their small motor skills so that they can use a range of tools competently, safely and confidently. For example, play dough, threading, using different sized paint brushes,

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Body Movement (Gymnastics)

In this unit, children will begin to climb equipment using alternate feet, travelling with confidence and skill around, under, over and through balancing and climbing equipment. Children will begin to understand that equipment and tools have to be used safely. Children will learn shapes with their bodies and can stand momentarily on one foot when shown. Children will experiment with different ways of moving and jumping off an object landing appropriately. They will observe the effects of activity on their bodies. Children will progress towards a more fluent style of moving. Children will continue to manage their own needs, developing self-confidence and working with others.

In this unit, children will continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. For example, caring for plants. Construction kits.

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Developing Partner Work/Multi-skills

In this unit, children will learn to negotiate space successfully when playing racing or chasing, adjusting speed and avoiding obstacles. They will show increasing control over an object in pushing, patting, throwing catching or kicking it. The children will move energetically round a space, demonstrating a range of movements such as running, walking, hopping, jumping. Children show a preference for a dominant hand/foot and participate in team games which include opposing sides and use some number names in them accurately, keeping play going by responding to what others are saying or doing. Children begin to observe the effects of activity on their bodies. Children will continue to work on managing their needs through sharing resources, working collaboratively, taking turns and celebrating the achievements of others. They will understand the reasons for rules within games and follow them accordingly.

In this unit, children will continue to develop and refine their small motor skills so that they can use a range of tools competently, safely and confidently. For example, making models in the creative area, threading, small world

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- 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.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, co-ordination, and agility

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Literacy Comprehension, word reading, Writing	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and some digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Form lower-case and some capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</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> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Phonics RWI	Set A/B Lilac/ simple sounds m a s d t i n p g o c k u b f e	Set C/Ditties Lilac/ simple sounds l h r j v y w z x Oral blending: d-u-g, ch-a-t, t-e-n, p-o-t, t-i-n	Ditties	Red	Green/Purple	
Mathematics	<p>Early Fluency, White Rose + NUMBER BLOCKS</p> <p>Getting to know you Just like me!</p> <p>Matching, Sorting & Comparing Counting objects and sounds Numbers 1,2,3,4,5</p> <p>Begin to link the number symbol (numeral) with its cardinal number value.</p> <p>Subitising Money Time Shape</p>	<p>Early Fluency, White Rose + NUMBER BLOCKS</p> <p>It's ME 1,2,3! Light and Dark Consolidation Numbers 4,5,6,7,8 1 more and 1 less Number Bonds 0-5</p> <p>Money Time Shape</p> <p>Pattern making Subitising Early doubling Comparing capacity and length</p>	<p>Early Fluency, White Rose + NUMBER BLOCKS</p> <p>Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5,6,7,8,9 Compare numbers 1 more and 1 less Number Bonds Money Shape</p> <p>Early doubling Subitising Comparing capacity</p>	<p>Early Fluency, White Rose + NUMBER BLOCKS</p> <p>Building 9 and 10 Consolidation Numbers 7, 8, 9, 10 Number bonds some to 10</p> <p>Halving Doubling Sharing Making patterns</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Subitising Comparing height</p>	<p>Early Fluency, White Rose + NUMBER BLOCKS</p> <p>On the Move Superhero to 20 and beyond First then now Numbers 10, 11, 12, 13, 14, 15 Place value Money, time, shape Halving, doubling, sharing Subitising Comparing capacity</p>	<p>Early Fluency, White Rose + NUMBER BLOCKS</p> <p>First then now Find my pattern Consolidation Numbers 16, 17, 18, 19, 20 Money, shape Halving, doubling, sharing Odd and Even Subitising Time: Ordering events. Sequencing</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p>In this unit, children will look at their immediate environment, e.g. their house, street, Newton le Willows. Children will discuss the composition of their family and basic details about where they live. Children will also explore the changes in the natural world.</p> <p>In this unit, children will explore their basic family composition, e.g. child, parents, grandparents. They will talk about the lives of the people around them.</p> <p>In this unit, the children will begin to explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p>	<p>In this unit, children will explore celebrations around the world, e.g. Christmas and Diwali. Children look at globes and simple maps to locate countries. Children will investigate similarities and differences between life in this country and life in other countries, drawing from stories, non-fiction texts and maps.</p> <p>In this unit, children will look at how toys have changed over time. They will explore differences between their toys and the toys their parents/grandparents had. Children will also look at a number of celebrations, e.g. Poppy Day and Remembrance Sunday, Guy Fawkes and Bonfire Night and Christmas.</p> <p>In this unit, the children will recognise some environments are different to the one in which they live. Begin to make comments about what they have heard and ask questions to clarify their understanding. Compare materials showing an understanding of 'why' questions.</p>	<p>In this unit, children will continue to observe and understand the important processes and changes in the natural world around them, taking notice of</p> <p>In this unit, the children will talk about the people around them and their roles in society. (People who help us)</p> <p>In this unit, the children will explore the natural world around them. Describe what they see, hear and feel whilst outside. Begin to understand the importance of healthy food choices.</p>	<p>In this unit, the children will continue to investigate the similarities and differences between different religious and cultural communities in this country and life in other countries, drawing on their own experiences and what they have read in class. For example, Spring festivals, Easter. The children will also investigate the changes that occur during Springtime, observing the changes that occur drawing on their own knowledge, non-fiction books.</p> <p>In this unit, the children will look at a number of celebrations that occur during Spring. They will know some similarities and difference between things in the past and now, drawing on their experienced and what they have read in class.</p> <p>In this unit, the children will explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>In this unit, children will explore their local environment. Children will read and use simple maps. They will represent familiar locations and use some simple symbols to create their own maps. Children will begin to develop some awareness of surrounding areas, e.g. Liverpool. They will look at landmarks. The children will look at the countries that make up the U.K.</p> <p>In this unit, the children will look at historical figures from the United Kingdom, e.g. Queen Elizabeth. The children will talk about the lives of people around them and their roles in society.</p> <p>In this unit, the children will 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. Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>In this unit, the children will know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences, what they have read in class, non-fiction books and maps.</p> <p>In this Unit, the children will explore historical figures who went to Space. They will know some similarities and difference between things in the past and now, drawing on their experienced and what they have read in class.</p> <p>In this unit, the children will 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. Make comments about what they have heard and ask questions to clarify their understanding.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Education</p>	<p>Special Times In this unit pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam</p>	<p>Why are some things special? pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</p>	<p>Special Stories In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims</p>	<p>Who are our neighbours? This unit enables pupils to examine the role of the Church as a community of believers from all races and nationalities. The content focus is on the role of the Church in the local community. Opportunities are provided to explore the location and activities of a local church. Pupils are encouraged to consider their links with various communities.</p>	<p>What is special about our world? In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Portraits / families Capture experiences and responses with a range of media, such as pencils, paint, chalk, pen. They will begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will use these effects to create simple representations of events, people and objects through drawing and painting. They will begin to learn to create collaboratively, sharing ideas, resources and skills. Children will start to develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD). Children will begin to articulate their ideas and thoughts in well-formed sentences in order to talk about their work with others. (C&L)</p>	<p>Observational drawings In this unit, pupils will capture experiences and responses with a range of media, such as pencils, paint, chalk, and pen. They will create simple representations of events, people and objects through drawing and painting. They will choose particular colours to use for a purpose. They will begin to learn to create collaboratively, sharing ideas, resources and skills. Children will start to develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD). Children will begin to articulate their ideas and thoughts in well-formed sentences in order to talk about their work with others. (C&L)</p>	<p>Colour Mixing Explore what happens when they mix colours. Children will continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will explore this skill during continuous provision and adult led activities, creating collaboratively, sharing ideas, resources and skills. They will develop their small motor skills so that they can use a range of tools competently, safely and confidently, (PD) such as small and large paintbrushes, and sponges. Children will articulate their ideas and thoughts in well-formed sentences in order to talk about their creations with others. (C&L)</p>	<p>Paint/ Colour mixing In this unit, pupils will use simple tools and techniques competently and appropriately. They will use what they have learnt about media and materials in original ways, thinking about uses and purposes. Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will develop their small motor skills so that they can use a range of tools competently, safely and confidently, (PD) such as small and large paintbrushes, and sponges. Children will articulate their ideas and thoughts in well-formed sentences in order to talk about their creations with others. (C&L)</p>	<p>Collage In this unit, pupils will use simple tools and techniques competently and appropriately. They will use what they have learnt about media and materials in original ways, thinking about uses and purposes. Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will begin to develop confidence to share their creations, talking about the features of their work and explain the process they have used. Use a range of small tools, including scissors, paint brushes and cutlery (PD)</p>	<p>Collage In this unit, pupils will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils will begin to develop their own ideas through selecting and using materials. They will explore how media and materials can be combined and changed. They will talk about features of their own and others work, and begin to recognise the differences between them</p>

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EAD (Music)	<i>Me!</i>	<i>My Stories</i>	<i>Everyone!</i>	<i>Our World</i>	<i>Big Bear Funk</i>	<i>Reflect, Rewind, Replay</i>
	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Move to the music with movements of their choice Find the pulse using child led movements <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Explore and engage in music making Explore the dimensions of music (rhythm, pulse, pitch) through games <p><u>Singing</u></p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> Perform a solo or in groups. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Move freely and imaginatively to music Copy and follow movements to music <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Explore and engage in music making Explore the dimensions of music (rhythm, pulse, pitch) through games Create own sounds using glocks and percussion instruments <p><u>Singing</u></p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> Perform a solo or in groups. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen attentively, move and talk about music, expressing their feelings and responses Use a mixture of child led and adult led activities to find the pulse <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Explore and engage in music making Embedding foundations of the interrelated dimensions of music (pitch, rhythm, pulse) Use 1 note or sound to improvise the beginnings of a rhythm or melody using blocks and percussion <p><u>Singing</u></p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> Perform a solo or in groups. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Use a mixture of teacher-led and child-initiated activities, and the pulse Be imaginative when finding the pulse. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Explore and engage in music making Using tuned and/or untuned percussion, use 1 note or sound to improvise the beginnings of a rhythm or melody <p><u>Singing</u></p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> Perform a solo or in groups. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Use a mixture of teacher-led and child-initiated activities, and the pulse <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> Explore and engage in music making Play together Using tuned and/or untuned percussion Use 1 note or sound to play the pulse together <p><u>Singing</u></p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> Perform a solo or in groups. 	<p><u>Consolidate Learning</u></p> <ul style="list-style-type: none"> A consolidation of the year's work prepare for a performance and look at the history of music. <p><u>Musical learning focus:</u></p> <ul style="list-style-type: none"> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

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